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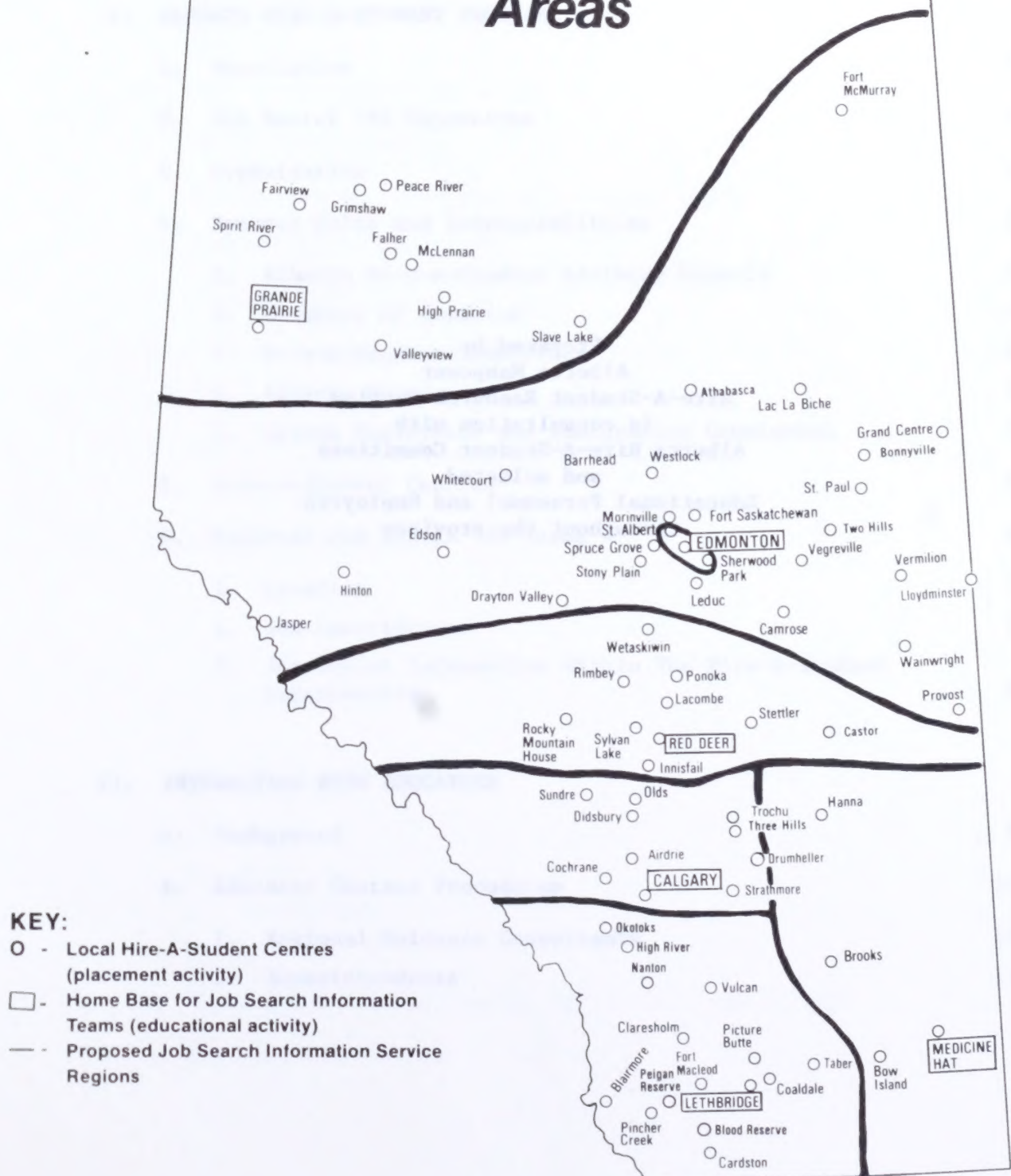
1984/84



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**1984
JOB SEARCH
INFORMATION
SERVICE
GUIDE**

4
Alberta Hire-A-Student

Alberta Hire-A-Student Service Areas



Prepared by
Alberta Manpower
Hire-A-Student Resource Section
in consultation with
Alberta Hire-A-Student Committees
and selected
Educational Personnel and Employers
throughout the province

1984 JOB SEARCH INFORMATION SERVICE GUIDE

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FOREWORD

Alberta Hire-A-Student has an impressive record. Last year, centres in 78 communities recorded 29,764 student placements, a 14% increase over the 1982 total.

But the program does more than link a student with a specific employer. Hire-A-Student Committees, mindful of employer frustration caused by incomplete application forms or interviews 'flubbed' by unprepared candidates, recognize the importance of providing students with information on job search skills that they will use throughout their working lives.

This two year old educational activity has been well received. Last year, twenty-one student staff provided 1,689 presentations to 42,915 secondary students during the second school semester.

The effectiveness of the Job Search Information Service is dependent on input from Hire-A-Student program participants, employers, educators and students. Both resource materials and staff training agendas are revised yearly to reflect changing attitudes and labour market conditions within the province. Thus any comments or constructive criticism on the service or this Guide will be most welcome, and should be directed to:

**Hire-A-Student Resource Section
Alberta Manpower
2nd Floor, Sun Building
10363 - 108 Street
Edmonton, Alberta
T5J 1L8**

Alberta

Hire-A-Student

Program

I. ALBERTA HIRE-A-STUDENT PROGRAM

A. Description

Hire-A-Student is a cooperative program sponsored by local community groups, Alberta Chambers of Commerce, Alberta Manpower, and the Canada Employment and Immigration Commission (CEIC). The program is designed to help students find jobs and to provide a service to employers. The objective is achieved in two ways:

- through the yearly establishment of summer student employment placement centres in 76 or more Alberta communities.
- by providing presentations on effective job search methods to students during the second school semester.

B. Job Search '84 Objectives

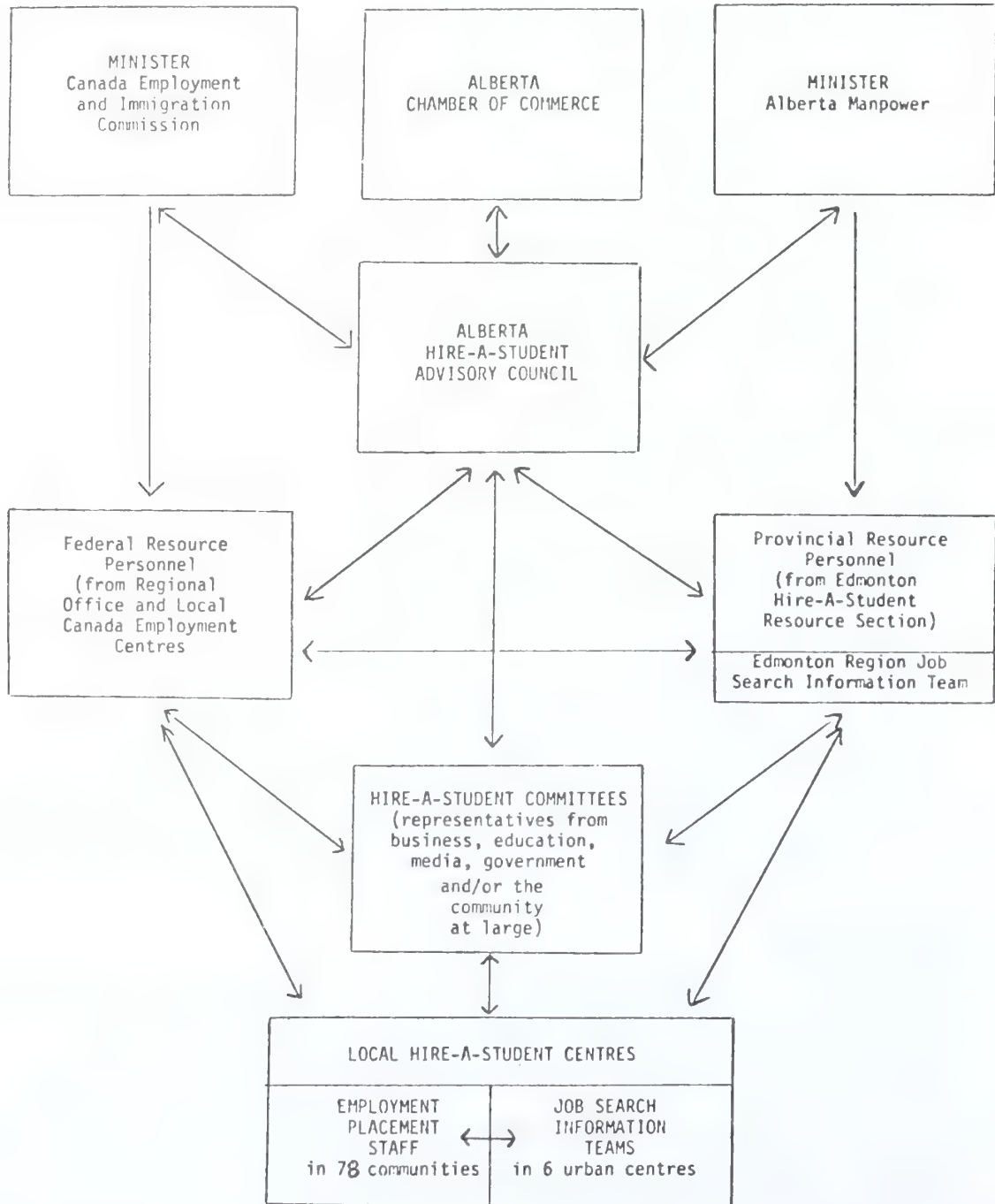
Within the overall Hire-A-Student objective, this service is designed to:

- be a positive resource to Alberta teachers by supporting their on-going career education activities.
- provide youth with job search information.
- create youth awareness of the concepts of career exploration, career pathing, and career decision making.
- provide a service to the business community by increasing student awareness of employer expectations of both applicants and employees.
- be coordinated with student employment placement service activities.

C. Organization

The Alberta Hire-A-Student program is community oriented. Local and/or regional needs differ, as do interactions between the various sponsoring organizations in any area. For this reason, roles and responsibilities are drafted specific to each of the seven job search regions. Committees responsible for these regions explain operational procedures and reporting lines to their job search staff immediately after they are hired.

The following chart gives an overview of the provincial structure. It outlines how the various organizations fit in, with arrows showing the lines of communication between them. This information sharing is an important factor for the success of the Alberta program.



D. Sponsor Roles and Responsibilities

The 1981 Hire-A-Student Advisory Council document, "Roles and Responsibilities of Organizations Within the Alberta Hire-A-Student Program", reflects the federal government mandate for placement, and the provincial government mandate for education. Following is a summary of this paper specific to job search information service operations.

1. Alberta Hire-A-Student Advisory Council

The Council consists of seven regional representatives, and one representative each from the federal and provincial governments and the Alberta Chamber of Commerce. The council coordinates and acts as a liaison with the sponsors and outside groups by:

- providing recommendations regarding policy and administration to the sponsoring bodies to enhance the cooperative framework of the Hire-A-Student program.
- reviewing the current year total program and offering comments and recommendations to the sponsoring bodies.
- assessing the effectiveness of the program on an annual basis.

2. Chambers of Commerce

The Alberta Chamber of Commerce role in Hire-A-Student is to promote all aspects of the program through its membership, increase the number of participating Chambers throughout the province, communicate with local Chambers of Commerce on appropriate Hire-A-Student matters and encourage the Canadian Chamber of Commerce to support the national Hire-A-Student program.

Participating local Chambers of Commerce provide financial and/or human resources for their local program, and encourage the community to provide positive work experience for Alberta students in order to facilitate the development of leadership skills. Local Chambers set an example for businessmen through their own involvements in the Hire-A-Student program.

3. Hire-A-Student Committees

The heart of Hire-A-Student is the local organizing committee, composed of volunteer community members who are interested in Alberta youth and who are prepared to contribute time and expertise to the program. Where the Chamber of Commerce is active in the Hire-A-Student program, it is charged with forming the committee. Otherwise another business, community organization or individual accepts this responsibility.

Each committee works cooperatively with the local Canada Employment Centre manager and Alberta Manpower Hire-A-Student Resource Section staff. The committee prepares Hire-A-Student plans and budgets, is responsive to community employment needs, and administers the local program and funds.

The committee is responsible for:

- selecting and appointing a chairperson.
- encouraging participation and financial support from the community at large.
- encouraging the community to provide jobs for students.
- developing annual plans and budget for the Hire-A-Student employment placement service component in cooperation with the Canada Employment Centre manager.
- developing an appropriate budget submission (ie. for the job search information service and/or placement activity) and submitting it to the province for consideration.
- ensuring the provincial resources provided for placement activity are used to complement and supplement Canada Employment Centre resources in order to optimize the impact of the Hire-A-Student program on the community.
- hiring and setting local wage rates for committee paid staff.
- ensuring the integrity and proper administration of funds allocated or donated to the local program.
- facilitating training for committee paid staff by the area coordinator and/or federal/provincial resource teams.
- providing an appropriate communications system among program participants.

4. Alberta Manpower

The provincial government role in the Alberta Hire-A-Student program is to provide support and coordination. It is responsible for:

- providing provincial resources and policy for the educational function* of the Alberta Hire-A-Student program, and supplementary support to the placement function.**
- compiling an annual composite program budget for the education function and supplementary placement responsibilities, and supporting the budget before the provincial Minister.
- working closely with co-sponsors during all phases of the program especially during the planning cycle to ensure an allocation of provincial resources to supplement the placement function within provincial guidelines.
- providing educational training resources and support to local committees and Hire-A-Student staff.
- providing members for a resource team to liaise with the federal resource team.
- providing training to provincially or committee paid staff and acting as a resource to federal training activities.
- assisting in the development of a recording system that will meet the needs of all sponsoring bodies.
- providing advertising and promotional materials for the program.
- providing an appropriate communications system among program participants.

5. Canada Employment and Immigration Commission

The Canada Employment and Immigration Commission, through its network of Canada Employment Centres, is responsible for the delivery of placement services throughout Alberta. The

* See Appendix A for Hire-A-Student 1984 Guidelines for Job Search Information Services.

** In 1983, supplementary support to the placement function involved direct funding support to 57 Alberta Hire-A-Student committees.

Commission's Regional Office personnel provide support and coordination, and are responsible for providing federal resources to the placement function within federal policy guidelines.

E. Hire-A-Student Centres

Hire-A-Student provides two student-run services to Alberta youth. One is a referral service designed to link qualified students with employers looking for summer staff. Placement centres providing this service operate in over 76 Alberta communities from May to August each year. Staff numbers for centres vary from one to thirty, depending on community size.

The second, a regional job search education program operating from January to June, is coordinated with and complementary to local placement activities. A high priority is placed on providing this service to students in smaller communities where immediate access to job placement services is limited. Communities with Hire-A-Student centres benefit because following job search presentations, students come to placement offices better prepared for the job hunt. This saves placement staff time, increases the effectiveness of their referrals, and thus contributes to overall program efficiency.

Thus placement and job search are activities of equal priority for Hire-A-Student Centres. Communication and cooperation between the two services is essential. However, staff assigned to each service are expected to ensure that their own priorities are complete before providing assistance to the other area.

The Alberta Manpower Hire-A-Student Resource Section in Edmonton is the primary information source for the job search information service, whereas full-time federal personnel provide this function with respect to placement activity.

F. Regional Job Search '84 Teams

Each year teams comprised of recent graduates and/or on-going post-secondary students provide secondary students with information on effective job search methods during the second school semester.

1. Location

The province is divided into seven job search regions, with staff based in Calgary, Edmonton, Grande Prairie, Lethbridge, Medicine Hat and Red Deer.

In six regions, team leaders and presenters are urban Hire-A-Student staff. They work for and with their committees in accordance with the roles and responsibilities outlined for that region.

The Edmonton Region team works out of the Hire-A-Student Resource Section office. This student staff has the added responsibility of providing assistance to the other six teams upon request.

2. Job Descriptions

1984 job descriptions are as follows:

Team Leaders

As part of a student team working under the direction of the local Hire-A-Student Committee, team leaders will be responsible for the operation and evaluation of a regional service which provides Alberta youth with information on effective job search methods. Duties include supervision of student Job Search Presenters, liaison with regional school personnel and government agencies, coordinating cost effective presentations and travel bookings, and preparing activity and statistical reports. Team Leaders will also be required to make presentations on effective job search methods to junior and senior high school students.

Presenters

Working under the direction of the local Hire-A-Student committee, presenters will travel to junior and senior high schools within the region to conduct presentations on effective job search methods. Other duties will include liaison with educators and Hire-A-Student personnel, preparing activity and statistical reports, year-end evaluation and recommendations to improve the service.

3. Job Search Interaction Within The Hire-A-Student Organization

Job Search '84 staff are expected to:

- send a letter of introduction to the regional Hire-A-Student Advisory Council representative and each rural committee chairperson in the region (see Appendix B for names and addresses). Indicate that job search staff will alert them to presentations booked in their respective communities and that they are welcome to attend if they wish. Ask them to provide their own or any community comment about the presentations.
- interact with urban committee/student placement staff as per committee direction.
- communicate weekly with the Hire-A-Student Resource Section in Edmonton. Share problems and concerns as well as successes. Relay meeting dates and other pertinent information from these conversations to both the local committee designate and program administrator.
- early in the year, visit other area Canada Employment Centres (see Appendix C) to enlist their support and feedback.
- communicate with centre managers. Centre managers start work in May, and job search staff can expect to speak at their initial training sessions. Where possible, the centre manager should attend presentations in his/her town, and be given time to briefly explain local Hire-A-Student operations. Further, when asked, centre managers can elicit community feedback and relay this information to the job search teams.
- maintain communication with neighboring job search teams, and where possible, improve time and cost efficiency by coordinating bookings.
- provide narrative and statistical reports to the committee and Hire-A-Student Resource Section as directed.

Program participants change from year to year, so staff cannot assume that every contact within the Hire-A-Student organization will be familiar with their activities. It is important that team members take time to communicate clearly and maintain an effective communications system with their co-participants.

Interaction

With

Educators

II. INTERACTION WITH EDUCATORS

A. Background

In response to Hire-A-Student Advisory Council request, in 1980 Alberta Education Minister David King endorsed Hire-A-Student as an appropriate vehicle to offer job search information to secondary school students, with the objective of providing "a positive resource to Alberta teachers by supporting their on-going career education activities."

In order to achieve this objective, it is necessary to understand the protocol and procedures established for schools in each jurisdiction in each region. The first step for job search teams is to ensure that superintendents, their designates, principals, counsellors, and teachers know what the job search team is doing, where and when, so they can meet their assigned responsibilities and fully utilize this resource.

Prior to initiating contact with school personnel, job search information staff should be aware that:

- there is still a need to clarify educator confusion resulting from past years' interaction with local Hire-A-Student centres. Thus staff will find it advantageous to specifically identify themselves as being from "the Job Search Information Service provided by Hire-A-Student."
- not all educators are familiar with the service. Make sure that letters and telephone conversations provide them with clear and complete information.
- check the files for lists of schools not contacted in 1983. Try to telephone these schools first in 1984, so they have first choice for booking dates.
- regional job search information service files contain valuable information. Refer to them often. (Note: if these files can not be located, contact the Hire-A-Student Resource Section in Edmonton.)

B. Educator Contact Procedures

The Resource Section is responsible for year round liaison with Hire-A-Student Committees and Alberta Education personnel in order to promote the Job Search Information Service when student staff are not available (ie. July - December).

In January, the Hire-A-Student Resource Section will send a letter to secondary school superintendents, explaining the program and introducing the team leader (including telephone number and address) for each region. Because staff may be difficult to contact, the Hire-A-Student Resource Section will be designated a "back-up" contact, and will be responsible for relaying any booking requests to the appropriate regional team for follow-up.

Teams are then responsible for developing, implementing and/or maintaining effective communication systems with all educators in the region. The key is to carefully follow each step of the procedures outlined in this chapter, and leave complete documentation for the committee and next year's staff. Contacts should be made in the following order.

1. Regional Guidance Consultants

These Department of Education personnel provide resource assistance to schools in their area. Contact them early in the year. Establish what role each plays within the given region/ jurisdiction. Explain what you are doing and that you will be available to speak at guidance counsellor or other regional educator meetings. Enlist their support and feedback, and determine what information they want you to provide on an on-going basis. Names and addresses are as follows:

Calgary

Dr. J. North
Room 1200, Rocky Mountain Plaza
615 MacLeod Trail SE
Calgary, Alberta
T2G 4T8
Phone: 261-6353

Edmonton

Mr. Fred French
3rd Floor, Edwards Professional Centre
10053 - 111 Street
Edmonton, Alberta
T5K 2H8
Phone: 427-2952

Grande Prairie

Mr. A. Cooper
5th Floor, Nordic Court
10014 - 99 Street
Grande Prairie, Alberta
T8V 3N4
Phone: 539-2130

Lethbridge

Dr. G. Millar
Provincial Building
200 - 5 th Avenue South
Bag Service 3014
Lethbridge, Alberta
T1J 4C7
329-5243

Red Deer

Mr. B. Steward
Box 5002
Provincial Building
4920 - 51 Street
Red Deer, Alberta
T4N 5Y5
Phone: 343-5262

2. Superintendents

The Resource Section assumes the responsibility for the initial contact letter sent to superintendents. Unless regional files state differently, job search staff must then contact each superintendent by telephone for permission to provide presentations to schools within his/her jurisdiction. Teams should also stress that they are available to speak at superintendent or principal meetings.

Other questions for superintendents include:

- address and telephone number of the person he/she may designate to liaise with the team on an on-going basis.
- how to obtain an updated list of individual school contacts (likely to be principals and guidance counsellors).

- dates of Spring Break and Teacher's Convention for that jurisdiction.

Teams must complete these telephone calls by January 31.

(Note: secretaries in educational systems are often able to provide information when the educator contacts are not available.)

3. Individual School Contacts

Lists of all schools in a region will be provided by the Hire-A-Student Resource Section. These lists should be checked against the previous years' files. Letters of introduction and presentation outlines, addressed to the principal of each school in a region, must be sent no later than February 3. Following this, the teams do a telephone follow-up with each school contact (usually the principal) to clarify and/or expand on the written information.

Bookings might be made at this time or dates for future contacts may be arranged. If bookings are made, teams should indicate that block bookings are preferred in order to maintain cost efficiency.

Principals have heavy workloads and 1983 feedback indicates that other teachers were not always informed that the service was also available to them. When talking to principals, 1984 teams can address this problem by stressing that specific presentations are available for the different grades, including a more detailed grade 12 presentation, and asking for the names of other persons to contact within the school.

Priority for school contacts is placed on public and separate schools followed by private schools and service clubs.

All initial telephone contacts must be completed by February 29, 1984.

4. Rapport With Teachers

Scheduling of presentations is done largely at the school's convenience. However, teachers are most accommodating, especially

when they are reminded of the cost and time expenditures associated with travel to outlying areas. Therefore, teams should encourage teachers to schedule presentations of 60 to 80 minutes during regular class time for typical class sizes (ie. 15 to 25 students). Where teachers have only 40 minutes available, ask them to choose the two or three topics they consider most important for their classes.

It is also important when arranging bookings to explain that student participation and information sharing are essential to a good presentation and this can be facilitated by teacher presence during presentations.

Once at a school, the team member(s) must report to the main office.

The next step is to establish rapport with teachers. Before each presentation, the teacher should be supplied with a sample of each of the handouts, an evaluation form and the presenter's business card, along with an explanation of how teachers can assist the service and the presenter by giving constructive criticism. In addition, presenters should try to collect specific information about the class (ie. what presentation techniques will work best with them, who would be best for role-play involvement, etc.). If time allows, spend some time after the presentation with the teacher and discuss the presentation. Leave a copy of this Guide with teachers and encourage their feedback on it.

Some of the most effective advertising for Job Search occurs in staff rooms. Presenters must not be afraid to initiate conversation and explain the service. This results in additional presentation bookings. As well, more teachers are made aware of how to access the service.

C. Contingency Plan for Overbookings

Job Search '84 teams will be expected to complete all individual school contacts by the end of February. Teams booked to 80% capacity (April

through June) prior to March 31 will immediately alert their committees and the Hire-A-Student Resource Section.

If it happens that additional presentations are requested after a team is fully booked, the following procedures will take place:

- the school will be informed of the situation.
- the Hire-A-Student Resource Section will be contacted to see if other regional staff are available.
- if not, the school is informed that it will be placed on the 1985 priority contact list (ie. contacted first in 1985).
- the reasons for the refusal will be documented on the Presentation Booking Report.
- the 1985 priority list will be attached to the 1984 final report and left on file.

Forms

And

Reports

III. FORMS AND REPORTS

A. General

To facilitate efficient operations, job search teams are required to complete a variety of reports and forms. The reports include personal log books, monthly reports, year end evaluations and final reports.

Standardized forms have been designed to help teams collect, record and analyze presentation information. Completing these will:

- provide the information required to tailor presentations to fit specific class needs and determine the numbers and kinds of handouts required for each presentation.
- provide a record of each presentation for future reference.
- help identify problems with the presentation and take the necessary action towards improvement.
- provide information for monthly and final reports.
- help evaluate regional programs. The statistics will show the number of presentations, how many students were seen, and where.

Comparisons can be made by year. These will indicate the increasing (or decreasing) demand for the service. Committees need this information to prepare yearly budgets.

- provide information necessary for the evaluation of the province-wide job search service.

Every second Friday, copies of the Presentation Booking Reports, Statistical Reports and Contact Summary Sheets are sent to the Hire-A-Student Resource Section, 10363 - 108 Street, Edmonton, T5J 1L8. At the end of each month a narrative report, recommendations and successful ideas must also be submitted.

B. Presentation Booking Report

Page one and 'Contact Information' on page two of the form shown on pages 17 and 18 is filled out in the office. (Note: other team members work from this report, so keep it neat and accurate).

'Presentation Statistics' are completed after all presentations in one school in one trip during one reporting period. Thus, if making more than one trip to a school in a reporting period, additional 'Presentation Statistics' page(s) are attached to the form.

If returning to that school in a second reporting period, prepare a new form.

This form asks for seven types of information. Note that:

- 'Contact Information' is required for every school in your area, even if a booking is not made.
- 'Presentation Details' determines the number of staff required for presentations in that school, and is a handy reference when confirming presentations.
- the 'School/Community Information' section records information provided by the school contact. This information helps determine what information to cover and/or what to stress. As well, during the presentation, being able to include specific reference to the school or community helps establish rapport with the students.
- if 'Specific Student/Class Information' is not available at the time of booking, obtain this during the confirmation call or plan to spend a few minutes with the teacher prior to each presentation.
- 'Additional Notes/Comments' should list the presentation topics chosen by the contact or teacher, or details of each additional contact with the school.
- the 'Hire-A-Student Contact Information' section should be completed as communications are completed with other members of the Hire-A-Student organization.
- 'Presentation Statistics' is the responsibility of the presenter(s) providing the presentation(s) and must be completed on an on-going basis.
- 'Individual Classroom Summary' should be completed after each presentation.

Completed booking reports are sent to the Hire-A-Student Resource Section every second Friday.

JOB SEARCH '84 PRESENTATION BOOKING REPORT

Booked by: _____

Date(s) of Presentation(s): _____

Date	Initial
Confirmation Letter Sent:	
Confirmation Call:	

Contact Information

Town: _____

Address of/Directions to School: _____

Name of School: _____

Telephone Number of School: _____

Date Contacted

Name of Superintendent: _____

Telephone #: _____

Name of Principal: _____

Telephone #: _____

School Contact: Name: _____

Telephone #: _____

Position: _____

Presentation Details

	<u>Date</u>	<u>Time</u>	<u>Length</u>	<u>Number</u>	<u>Grade</u>	<u>JSI</u> <u>Knowledge</u>	<u>School</u> <u>Program</u>	<u>Teacher</u>
1.	_____	_____	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____	_____	_____
3.	_____	_____	_____	_____	_____	_____	_____	_____
4.	_____	_____	_____	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____	_____	_____	_____

School/Community Information

Student Organizations - School/Youth/Volunteer: _____

Work Experience: Yes _____ No _____ Coordinator: _____

Type of Jobs Students Do or Major Employers: _____

Town's Population and Name of Local Newspaper: _____

Any Upcoming Community or School Events: _____

Additional Notes/Comments (including additional school contacts and presentation topics)

Date	Comment	Initial
------	---------	---------

_____	_____	_____
_____	_____	_____
_____	_____	_____

	Date Contacted	Name of Contact	Phone Number	Comments
C.E.C.				
H.A.S. OFFICE				
H.A.S. COMMITTEE				
OTHER				

Presentation Statistics (Complete after all presentations in one school for each trip)

Date:	_____	Total Number of presentations	_____	Total Number of Students	_____
Presenter(s):	_____				
Mileage: Out	_____	In	_____	Total Kilometers	_____
Departure Time	_____	Arrival	_____	Travel Time There (minutes)	_____
Departure Time	_____	Arrival	_____	Travel Time Return (minutes)	_____
				Total Travel Time (minutes)	_____
COST: Accommodation	\$ _____	Mileage	\$ _____	Meals	\$ _____
TOTAL COST OF TRIP:		\$ _____			

Indicate the approximate number of materials left with the students:

Sample Application Form	_____	Personal Fact Sheet	_____
Resume/Covering Letter	_____	Seeking Summer Employment Sensibly	_____
Employment Legislation	_____	Interview Handouts	_____
Personal Inventory:	_____	Other (specify)	_____

Individual Classroom Summary

[illegible]

C. Statistical Report

This form is a weekly summary of each team's booking reports. It is easy to complete when the supporting paperwork is kept up to date. A sample statistical report is shown on the next page. Team leaders can use this report as a useful planning/supervisory tool, especially early in the year. It will show if work loads are being evenly assigned, or if bookings need to be better coordinated to reduce time and travel expenditures.

In addition, this information displays regional trends which are used in future program planning.

The Hire-A-Student Resource Section compiles the province-wide statistics, and responds to requests for this information from media and management. Providing less than current statistics is not acceptable. It makes the program as a whole look inefficient. Thus 1984 staff must place a priority on submission of accurate weekly statistical reports on the date directed.

D. Weekly Contact Worksheet and Summary Sheet

Information on these forms (see pages 21 and 22) influences program planning. Committees need to know who made the contacts, and when and where before they can address problems in this area. Further, future staff will find it a useful time management tool.

Each team member continuously records all telephone and in-person contacts on the contact worksheet. These statistics are then compiled weekly by the team leader onto the contact summary sheet. Every second Friday, two weekly contact summary sheets are submitted to the Resource Section.

Week Ending Friday, _____, 1982

Region

Statistical Report for the

NUMBER OF STUDENTS BY GRADE PER PRESENTATION

[illegible]

Total Number of Presentations

Total Number of Students

non-team members participated in _____ presentations.

Does not include _____ presentations provided by non-team members.

JOB SEARCH '84 CONTACT WORKSHEET

NAME: _____
 WEEK (ending Friday): _____

<u>CONTACT WITH</u>	<u>IN PERSON CONTACT OR MEETING</u>	<u>TELEPHONE</u>	<u>LETTER</u>	<u>FOLLOW UP CALL</u>
Superintendent				
Individual Schools				
Teachers				
Team's Committee				
Hire-A-Student Resource Section				
Centre Managers				
Canada Employment Centres				
Other(specify)				
TOTALS				

Speaking Engagements: _____ Meetings With: _____

Hire-A-Student staff (ie. Centre Managers) participated in _____ presentations this week, _____

JOB SEARCH '84 CONTACT SUMMARY SHEET

REGION: _____

WEEK: (ending Friday) _____

CONTACT WITH	TEAM LEADER			PRESENTER(S)				
	IN PERSON CONTACT OR MEETING	TELEPHONE	LETTER	FOLLOW UP CALL	IN PERSON CONTACT OR MEETING	TELEPHONE	LETTER	FOLLOW UP CALL
Superintendent								
Individual School Contacts								
Teachers								
Team's Committee								
Hire-A-Student Resource Section								
Centre Managers								
Canada Employment Centres								
Other (specify)								
TOTALS								

Meetings Total: _____

by Team Leader: _____

by Presenter(s): _____

Speaking Engagements Total: _____

by Team Leader: _____

by Presenter(s): _____

Comments: _____

Hire-A-Student staff (ie. Centre Managers) participated in _____ presentations this week.

E. Monthly Narrative Report

The team's monthly activities are summarized in point form, including a statistical summary, discussion of special projects, research conducted, highlights of team meetings, problems (and suggested solutions) and/or trends which have been encountered. Individual log books are a handy reference when compiling these reports.

Monthly summaries update committees and resource personnel on daily operations and are a useful tool for final report compilation.

F. Teacher Evaluation Form

Getting constructive criticism from teachers may be difficult. They support what presenters are doing and are concerned that negative sounding comments will dampen enthusiasm. Yet teachers are the best people to evaluate an individual presentation. They can give helpful hints and point out mannerisms that are not conducive to student learning.

Presenters should have each teacher complete one evaluation form (page 24) during the presentation. By explaining that presenters are students wanting to know how to improve, open and honest comments from teachers can be obtained. Let them know that their comments will not affect your job security. If the teacher prefers, leave an addressed and stamped envelope so that the form can be mailed in at a later date.

Job search staff are expected to accept this constructive criticism positively, and recognize that it is not a reflection on them as individuals, but on specific actions or phraseology.

G. Presentation Assessment Form

The form on page 25 is distributed to students at the end of the presentation. Its purpose is to help presenters gauge individual effectiveness. Previous staff recommended that the forms be passed out

TEACHER EVALUATION FORM

Please complete this form as your comments will help improve the effectiveness of the service and in no way will affect presenter job security. Any tips and suggestions you have will be greatly appreciated.

SPEAKER: _____ DATE: _____
CLASS(ES): _____ EVALUATOR: _____
SCHOOL: _____ NUMBER OF STUDENTS: _____

1. Considering the age and experience of your students, which of the presentation topics were the most relevant? (Refer to the presentation outline if necessary.)

2. Various presentation techniques work best for different groups of students.
a) Did the presenter(s) relate well to your students and use techniques that suited their needs? _____

- b) Please recommend techniques that work best for your students. _____

3. Did the presenter(s) use the time available effectively? If not, how can the timing of the presentation be improved? _____

4. Please provide constructive criticism on the following qualities with relation to the presenter(s):

- a) Attitude: _____
b) Approach: _____
c) Gestures: _____
d) Movement: _____
e) Distracting Mannerisms: _____

5. Was the scheduled date of this presentation appropriate with respect to your curriculum? _____

6. Further comments: _____

THANK YOU FOR COMPLETING THIS FORM!

JOB SEARCH '84 PRESENTATION ASSESSMENT

School: _____ Grade: _____ Date: _____

For questions 1 and 2 please circle your response.

1. How would you rate the speaker(s)?
Comments: _____

very poor					very good
1	2	3	4	5	

2. How would you rate the information given?
Comments: _____

very poor					very good
1	2	3	4	5	

3. What did you learn from the presentation?

a) _____

b) _____

c) _____

4. Will you use the information given to help you find a job? Yes _____ No _____

Why or why not? _____

5. What information should be added or expanded? _____

6. What information requires less time or could be left out of the presentation?

7. Have you seen a job search information presentation before? Yes _____ No _____

8. Further comments or suggestions: _____

to each class for the initial six presentations, then used to "spot check" once a week thereafter. Presenters may also choose to distribute the assessment forms to classes they find difficult to handle, in order to get information that may indicate how to improve presentations provided to other classes with similar attitudes.

While handing out the forms, presenters should explain to the students that their evaluations will help improve future presentations. Remind them to fill in the top section (school and class), and mention that they don't need to give their names.

The completed teacher evaluation and presentation assessment forms are NOT sent to the Hire-A-Student Resource Section. They provide background documentation, and should be retained in team files. However, any important or unusual comments should be transferred to the Presentation Booking Report, and a brief summary of both included in monthly and final reports.

H. Recommendations and Final Report

Before completing employment, all teams will be required to submit recommendations and a detailed final report geared to improve the job search information service. This will include suggested revisions to the Guide to improve its effectiveness. Ensure a quality team contribution for these activities by:

- marking areas of the Guide that are unclear or confusing as they occur so they are not forgotten (ie. each team member should note problem areas and suggested revisions in the margins of his/her Guide).
- recording ideas for improving the service as you think of them (ie. administrative procedures, school contacts, etc.)
- in late May, having each team member review his/her own notes to determine if the ideas are still valid.
- in early June, having team members meet to compare notes and reach consensus about the revisions.

- having consensus re: Guide revisions written in the margin beside the appropriate topic, and the Guide sent to the Hire-A-Student Resource Section.
- framing other revisions into recommendations to be reviewed with your committee prior to submission to the Resource Section.
- carefully noting changes in student attitude and regional economic conditions that cause current job search information to be outdated.
- preparing "print ready" materials for new presentation ideas and/or formats and other information that should be included in the '85 Job Search Information Supplement prepared by the Resource Section.

I. Reporting Revision Contingency Plan

Relay any problems with reporting procedures and/or forms to the Hire-A-Student Resource Section. Other teams will be contacted and immediate revisions made where possible.

In June, 1984 staff will be asked to make recommendations on both province-wide and regional reporting procedures, so that in future, necessary information can be provided in the easiest way possible.

Presentation

Techniques

IV. PRESENTATION TECHNIQUES

A. General

Hire-A-Student Job Search '84 is based on the peer group information sharing concept. This means that students share information with students, allowing for an identification between presenter and audience as both will have had similar job hunting experiences.

This does not mean that presenters dress or talk like secondary students. For example, trying to establish immediate rapport with the students by speaking to them in the same way they speak to each other (ie. using their slang words or phrases) will make the presentation sloppy.

Further, job search information presentations stress the importance of dressing appropriately to make a good first impression. Presenters should practice what they preach. A presenter is a role model, and thus should always look neat and businesslike.

Presenters should be aware that the information they provide is basic to any job search, regardless of age. All job applicants must "sell themselves" to employers, and this is easier when there is some understanding of what employers in general are looking for.

Presenters are encouraged to use both audience and personal experience to illustrate the topics. However, occasionally students and presenters may have specific job search experience that causes them to question the validity of the information provided. This questioning is good. Presenters can use it to emphasize the complexities associated with job search, and encourage students to plan to adapt the general information to fit individual employer requirements as they encounter them.

In summary, Hire-A-Student presentations provide students with basic job search information they can use throughout their lives. The presenter's goal is to relate to students, but at the same time maintain a professional image to give validity to what he/she is saying.

B. Presentation Development

In order to provide a quality presentation, presenters must prepare, organize and practice.

Preparation includes:

- thorough knowledge of the information.
- research of additional information, including employers' viewpoints.
Prior to doing a presentation, find out what employers are looking for from applicants. Arrange to meet with several of them (your Chamber of Commerce can likely supply names), and weave their comments into your presentation. Show the Guide to the employer to help get discussion started, and send them a 'thank you' letter following the meeting. Where possible, prioritize interviewing employers who traditionally hire grades 9 to 12 students.
- anticipation of what questions will be asked. Note that presenters are not expected to know all the answers, but should know where to refer students for the required information.
- knowledge of the town/area/specific class (see Presentation Booking Report).

Once familiar with the presentation content, organize the material. Then prepare a one page outline that can be sent to educators and used when practicing presentations.

Next, practice the presentation out loud and in front of a mirror, checking that:

- your wording and body language makes you appear approachable, interested and able to relate to students on their level.
- your voice tone encourages student participation.
- your organization is flexible and can accommodate specific student needs. For example, will you have time to answer questions?

Prior to doing the first in-school presentation, you may want to ask for monitoring by provincial resource staff. Be receptive to their constructive criticism.

C. Presentation Methods

Using different ways to present information facilitates learning. The following techniques have proven effective, provided they are used to support the presentation, not to carry it.

1. Lecturing

Lecturing is giving information in a planned speech without audience participation. This method allows for provision of the most information in the least amount of time. In fact, job search presentations are lectures interspersed with other techniques. The lecture style works well when giving factual information such as Employment Standards and Human Rights legislation, and when students are unfamiliar with the topic.

2. Questions

Questions are asked to test understanding, to introduce a new topic, or even to wake up the students. Below are suggestions on how to use questions in a presentation:

- ask questions to show presenter interest in the students' ideas, and to encourage their participation.
- use questions to determine the extent of class knowledge and job search experience. Once you have this information, you can decide the best way to present the material. For example, if few students have had jobs, you should concentrate on "Before You Begin" and "Ways to Look".
- use questions to introduce a new section of the presentation. For example, asking which students have had an interview opens that section more smoothly than just saying that the interview will now be discussed.
- presenters can get stuck for words. When this happens (and it might after a full day of presentations), ask a question. This will give time for the speaker to get his/her thoughts together and/or for student answers to trigger these thoughts.

- questions encourage quiet classes to become more involved in the presentation.
- give students a chance to answer their own questions and thereby promote group discussion.
- use a question to test student understanding of the material.
For example, after defining 'references', ask the students who they would use. The answers will indicate if they understood what a reference is.
- remember to give positive verbal reinforcement to all student answers.

3. Examples

Information is clearer when supported by an example. The definition of seasonal employment becomes easily understood when an example like lawn-mowing is used. Examples also give credibility to the information. Following are some tips on using examples:

- personal anecdotes used as examples are usually enjoyed by the students. Relate your own successes and failures to show students that you are human. Be careful to relate experiences that are within their frames of reference. For example, "when I graduated from law school" is better phrased as "when I graduated from high school".
- you may not have first hand experience to tell the students. There is nothing wrong with making up an example, providing that it's believable and relates to the students. When doing this, use a real name or 'my friend' to describe the person in your example.
- extreme examples are effective because humor and exaggeration make an impression and help students retain the information. Plan them very carefully and, if possible, test them out on teen-age friends prior to doing the presentation.

4. Role Play

A role play is play-acting a real life situation. It too requires

careful planning because it is easy to get carried away and miss the point. This can be avoided if you focus on the information you want to relay, and keep it short (ten minutes maximum). If it is too long or the purpose unclear, you will lose student attention.

A role play can be used humourously to demonstrate activities students face in job hunts. For example, the 'Interview' unit includes detailed role play outlines.

Note that with small groups, role plays between pairs of students work well. The students, with presenter help, can then critique the individual applicant performances.

5. Visual Aids

Visual aids can be a great asset to a presentation when used properly. Key points to keep in mind while using visual aids are as follows:

- display each visual aid only as you commence the topic. This prevents students from being distracted by it while you are covering other material.
- make sure the print is bold enough for all to clearly see.
- establish a means of keeping visual aids in place during the presentation (ie. sit on blackboard ledge, attach with tape, use thumbtacks).
- avoid concentrating on the visual aid rather than the students.
- too many visual aids can detract from the presentation.
- summaries on blackboards can also serve as visual aids.

6. Handouts

The purpose of handouts provided by the Hire-A-Student Resource Section is to provide reference material to students, not to give the janitor something to clean up. Be sure you have enough copies for each student, but don't hand them out indiscriminately. Some handouts may be suitable for all students, while others can be set at the front of the classroom and students encouraged to pick them up after the presentation. Leave copies of all handouts with the

teacher.

Explain to students that it is a good idea to keep all of the information together in one folder or binder for future reference.

(Note: the Hire-A-Student Resource Section is responsible for developing handouts that can be used province-wide. Share your new ideas as you get them, so that if appropriate, they can be immediately produced and distributed to other teams.)

Both the federal and provincial governments publish excellent materials specific to employment. Job Search staff can keep updated on these materials through continuous interaction with Alberta Career Centres and Canada Employment Centres. Current publications include:

- the "Job Seekers Handbook" and "You Are Ahead With A Good Attitude". These booklets are directed to adult readers, and contain information valuable to older students (grade 12). They are costly publications and thus supplies to job search information teams are limited. However, interested teachers can order class sets from Alberta Manpower, Career Information Services Branch, 2nd Floor, Sun Building, 10363 - 108 Street, Edmonton, Alberta T5J 1L8.
- the Career Information Services Branch also has a series of occupational profiles that can be ordered by teachers or by Hire-A-Student staff who wish to provide additional information to an individual student.
- supplies of "Running Your Own Summer Business" and other Employment and Immigration Canada publications useful to students can be obtained from Canada Employment Centres.

D. Tailoring Presentations To Fit Specific Class Need

1. General

Factors that will help you assess previous class exposure to job

search information include:

- student age.
- availability of work in the area and/or student participation in work experience programs.
- school curriculum (including programs such as Dimensions for Living).
- previous attendance at a job search presentation.

2. Audience Size and Groupings

Ideally, all presentations should be made to groups of 15 to 25 students of the same grade in a regular classroom time and environment. However, school schedules cannot always accommodate this. To be a positive resource to teachers, be prepared to handle the six types of groupings described as follows:

- large groups are those of 35 or more students. Rather than lecturing, encourage discussion and participation. Maintain control by asking students with ideas or comments to raise their hands. Keep answers to questions brief and concise, and be prepared to omit some of the information you usually provide. Teacher supervision is essential because you encounter more disruptions or behaviour problems with a large group. Try to schedule two presenters for any group larger than 50.
- with small groups (ie. less than 15 students), you can use a more open, informal discussion, especially if the teacher gives permission to set up a circular seating arrangement that includes a chair for the presenter. As time permits, use questions to facilitate discussion of a topic (ie. introduce the interview section by asking a student who has had a recent interview about the questions asked, how they felt, etc.). Let the students exchange information and ideas with each other. Direct the discussion to ensure that important points are covered and that each student has an opportunity to say something.
- varied groups are audiences made up of students from different grades and academic programs. This creates a difficult

situation. For example, mixed groups of grade 9 vocational students and grade 11 matriculation students have different abilities, qualify for different jobs, and require different kinds of basic information. The younger students can be intimidated by the older and 'smarter' students, and so may be uneasy about participating. Moderation is the key, with a variation in pace and vocabulary. Brief explanations are provided for important terms so that the less academically inclined or younger students understand, and there is an elaboration on the basic information with special tips and hints to keep the more academically inclined or older students interested and listening.

- lunch hour presentations have proved much less effective than those in a classroom setting. Teachers forced to book lunch hour presentations should be asked to advertise the session twice daily over the intercom, and to put up the hallway posters provided by you. The week before the presentation, the teacher should circulate an in-class sign-up sheet for students who want to attend. If very few students sign up, the presentation can be cancelled or small group settings can be arranged. Those students who do come to lunch hour sessions are there because they want to be. Use informal discussion, and follow the suggestions given for the 'varied group'. Note that teachers impressed by classroom presentations may ask you to do a 'lunch hour encore' that same day, so that all students in the school can access the information. Should this happen, emphasize that you will need their assistance in maintaining control.
- Careers Day presentations have to be carefully planned because participating students are usually from grades 10 through 12, and may be from different schools or towns. These factors negatively influence active student participation, but can be offset because each student has chosen to attend the session. Try to have a classroom, not just a booth. Immediately notify both Alberta

Career Centre and the appropriate Canada Employment Centre personnel in your area about each Careers Day invitation, to ensure there is no activity overlap.

- special needs group presentations should be prepared in consultation with the person requesting the booking. Be careful not to stereotype or make assumptions about the group, and aim to talk with them throughout the presentation. (Note: send your special needs group presentation outline, comments and recommendations to the Hire-A-Student Resource Section for inclusion in next year's reference materials).

E. Classroom Management

1. General Tips

Students may not respond to presentations in a way that will help them learn. They may be over-enthusiastic or lethargic. Focus on their attention and level of enthusiasm throughout the presentation to ensure that information is understood and retained. Tips on how to get and retain student attention are:

- establish rapport with the students to help them open up and share their concerns about job hunting with you. Chit-chat with them about school activities or the weather as they settle into their desks or while you set up. This lets them know that you are there to talk with them, not at them.
- introduce yourself to the students rather than have the teacher do it. This is one of the best ways to start the presentation because it sets the tone for an information discussion. Tell them your first name, that you are also a student, who you work for (ie. Hire-A-Student), what region you work in (not just the city name or you may be labelled a "city slicker"), and the purpose of the visit. Encourage the students to ask questions throughout the presentation. Be slightly informal to develop student rapport, smile, and clearly indicate that you are in charge.

- students may test you to see what they can get away with. As a guest speaker, you shouldn't be responsible for disciplining students. Ask the teacher or another school official to stay in the room throughout the presentation.
- realize that the seating arrangement can effect student behaviour. They will be less disruptive if they are seated in their own desks rather than on top of desks or on the back shelf. If there are too many for the room, either change rooms or get more chairs. Ask small groups to move to the front of the class for easier communication and visibility.
- make good use of the first few minutes. If there is some behaviour that you think will interfere with the presentation, in a friendly manner explain how they can better contribute to the presentation. For example, if they are all talking at once, ask them to raise their hands.

2. Student/Group Control

The presenter's goal is to be both approachable and in control of the situation. Techniques to handle common problems include:

- overcoming mildly disruptive student or group behaviour by involving students in the presentation. Single out the person who seems to be the leader and ask a few questions to focus group attention back on the information (eg. ask them where they heard about their jobs). This puts students on the spot without embarrassing them, but lets them know you have noticed the behaviour and do not approve.
- simply pausing and giving a persistently disruptive individual a stern look. This will give the student further warning without disrupting the class.
- while presenting information, walk up to the disruptive group and stand amidst the most talkative ones. They will usually quiet down because of this focused attention.
- ignoring the students who don't settle down. They may stop due to lack of attention. (Note: at this point the teacher will likely intervene and quietly discipline the student or group.)

- if all else fails, confronting the student(s) by asking them to please quiet down, or to make an orderly contribution to the discussion. If your rapport with the rest of the class is good, they will support you in asking the student(s) to behave.
- if the whole class is over-enthusiastic, shouting out answers and competing to be heard, it will be difficult for you to cover the information. Focus their attention on one point by asking a question that has an obvious 'yes' or 'no' answer. This lets them participate as a group and allows you to go on.
Alternately, when asking a question with many possible answers, ask the student to put their hands up. Call for as many of their responses as possible to give them a chance to participate. Briefly comment on each answer to give individual attention.
- a class that is unresponsive and disinterested demands a lot of energy from the presenter. Involve them in the discussion by asking question that have no right or wrong answers (eg. "Do any of you belong to any teams?") Single out one who has put up his/her hand and ask more questions to generate interest. It is important to reinforce their participation. (eg. "GREAT, you play baseball"). Continue by asking simple, pointed questions of students who have not raised their hands. However, as your objective is to show the class that it doesn't hurt to get involved, be careful not to put one student on the spot by asking too many questions.
- a student may challenge you by questioning the information that you are giving (eg. "Who cares about references. My employer never checks them.") In such situations you have to know your information and be able to elaborate on points and back up what you say. It also helps to point out that you are giving out general information that will be helpful in most cases, but that all employers are different. (eg. "Glad you brought that up because it shows how complicated job hunting can be. You don't know what employers want until you actually meet them. This employer didn't want references, but how about your next one?")

However, if the student persists in questioning the information, ask the individual to talk to you about it after class so you can go on with the presentation.

F. Teacher Involvement

Many of the above tips resulted from teacher suggestion. If you find yourself in a bad situation, after the presentation ask the teacher how you could have handled it better. Record the problem and the solution, and send these in for inclusion in next year's Guide.

Presentation

Content

VI. PRESENTATION CONTENT

A. General

The remainder of this Guide details the information that can be provided for each unit of a presentation. How it is delivered is up to the individual presenter, with the amount of detail provided dependent on individual class need and available time.

Quality presentations are provided when presenters know and understand the information. This gives the flexibility necessary to provide quick unit summaries when necessary, and to properly respond to questions.

Key points and tips for quality presentations follow:

- the first few minutes just before and after the start of the presentation are crucial. You can literally 'lose' the class if you don't make a good first impression. To be both friendly and professional, smile, show lots of enthusiasm and use a friendly tone to make students feel comfortable and encourage class participation.
- help the students organize themselves by giving the units in logical sequence, clearly introducing each one as a separate step in the job search process. How much detail is provided after the introduction will be dependent on individual class need.
- be sure to reiterate important points to increase comprehension.
- take care that statements are worded to clearly reflect reality. For example, saying, "If you are enthusiastic you will make a good first impression and likely get the job" is misleading. Instead say, "If you've made a good first impression, you may be able to tip the scales in your favor. Depending on the job available, an employer might consider that your enthusiasm will make up for your lack of experience."
- stress the need for perseverance in the job hunt. Students who feel they can conquer the world may become disappointed or frustrated when they find out it's not quite as easy as expected.

- encourage grade 9/10 students to broaden their experience by participating in volunteer work, work experience programs in school, club activities and by doing 'odd jobs' (ie. weeding gardens, shovelling snow, babysitting, etc.). Explain how these activities can give them job related experience. Be prepared with examples of volunteer agencies and clubs such as 4H, and if possible, their local addresses.
- students, especially those in grade 11 and 12, tend to find it important to be 'cool' and strive to be independent. They may underestimate the value of personal contacts for a successful job search. Highlight the importance of leads from family and friends and encourage them to broaden their contacts to include those from business (ie. former employers).
- students must always be reminded to maintain realistic expectations in view of their experience to date and the current economic conditions.
- introduce the career planning concept. Once students have sorted out their interests, abilities and priorities with the help of the "Personal Inventory", encourage them to view positively each job they get as a way to develop skills for future full-time employment.
- encourage students to research jobs.
- introduce the idea of preparing for a job competition just as is done for sports or debating (ie. preparing a 'game plan', researching, rehearsing the interview, etc.).
- examples should always relate to the kinds of jobs students want, and more important, are likely to get.
- it is unlikely that presenters will have the time required to give the complete presentation outlined in this Guide. Thus the 'Notes' included at the end of each tabbed section show points to emphasize and give suggestions for delivery of that unit.

UNIT 1 - BEFORE YOU BEGIN

(Personal Inventory)

Information

- how many of you have had a job before?
- how many of you have looked for a job?
- getting that first job can be hard. You can save yourself time and shoe leather if you decide what kind of job you want before you start looking.
- try to assess you own interests, priorities, skills and talents.
Everybody is different. Determining what you are capable of and enjoy doing, plus what you are willing to learn or improve upon, will increase you chances for job satisfaction.
- completing a personal inventory is the easy way to get a handle on your needs and capabilities.
- let's take a look at the personal inventory handout.
- under **INTERESTS**, list your likes and dislikes. These should be very general, giving a broad background to the type of employment that would suit you.
- for example, if you like people and dislike working with facts and figures, you would probably be much happier working as a receptionist or an assistant mechanic then you be would researching information in a library.
- then list your favorite and least favorite school subjects.
- **ABILITIES** includes skills and talents. Skills may be defined as learned abilities while talent relates more to something that comes naturally.
- for example, typing is a skill but playing a musical instrument by ear is a talent.

- determining the **WORK ENVIRONMENT** you prefer will greatly enhance your chances of job satisfaction. This category includes working inside or outside, with others or alone.
- **WHY YOU WANT TO WORK** is also important. You must decide what you really want out of a job and what your motivation is for working. At this age, gaining valuable experience is an important consideration.
- specify both short and long term **GOALS**. This will also aid in choosing relevant courses in school, and your volunteer and extra-curricular activities. While you complete this 'goals' section, remember that employers usually prefer hiring full-time personnel who have at least a grade 12 education.
- finally, write down possibilities of **WORK YOU WOULD ENJOY DOING** now and in the future. Maintain a realistic outlook. You can meet both your career and personal goals if you are willing to plan and prepare yourself with adequate education and experience.
- this personal inventory handout will also help you answer interview questions such as "tell me about yourself?" or "what can you offer this company?"
- once you have an idea of what you want to do, concentrate your energies on researching and applying for specific types of jobs, rather than taking a helter-skelter approach.
- you can research different types of jobs at the library or by talking to people currently working in the field. Ask them what they like or don't like about their jobs, and about the education and experience you'll need to get into that kind of employment.
- you can also research a specific company to see if employment with them will contribute to your career development. Interview people working with the company or arrange an 'information interview' with one of their management. Ask questions that will help you determine how much job satisfaction you would have over the long term if you worked for that company. For example, ask "what are the opportunities for advancement within your organization?" or "what type of training program do you have?"

- do not shy away from jobs that defy traditional sex roles. If you are interested, try it.
- take time to complete your personal inventory, maintain realistic expectations, and research types of jobs. This will greatly improve your chances of getting a job that is right for you.
- show your completed inventory to parents, friends or teachers. They can often point out areas which you may not have considered. They can also tell you if your self-assessment and expectations are realistic.
- now that you are more familiar with your interests, abilities and priorities, we will consider the various ways to look for employment.

PERSONAL INVENTORY

By understanding yourself, you will find out what you want from a job. Doing a personal inventory helps you recognize and discriminate between what you would like to do and what you are qualified to do. Answer the following questions with as much detail as possible, and update them regularly.

1. What are your interests?

Likes _____

Dislikes _____

Favorite School Subjects _____

2. What abilities do you have, or will you have, to offer an employer?

Skills/talents (ie. French, public speaking, working with children) _____

Abilities to develop _____

3. What type of work environment do you prefer?

(Working alone/working with others, being supervised/supervising others, working inside/working outside, etc.)

4. Why do you want to work? (Priorize the following reasons according to your needs.)

_____ Experience _____ Money _____ Enjoyment _____ Career Development

_____ Something to do _____ Other (specify) _____

5. What are your career and personal goals?

Short term _____

Long term _____

6. What type of work would you enjoy doing?

Now _____

In the Future _____

7. How can you become involved in this type of work?

Now _____

In the Future _____

UNIT 1 - BEFORE YOU BEGIN

(Personal Inventory)

Notes

- the purpose of this unit is to help students decide what kinds of jobs they are best suited for, and then concentrate their energies looking in these areas.
- as seen in the following article, this unit serves as an introduction to the career planning concept.

AIDS TO BUILDING A CAREER

To build a career, you must first be aware of the components of the career planning method. This method involves the use of a simple formula:

Understanding + Knowing Your + Knowing How : Career
Yourself Career Options To Decide Planning

By understanding yourself, you will find out what you want. After examining your skills, abilities, experiences, interests, personal qualities, values and needs you will get a clearer picture of what you are looking for.

Once you have established information about yourself, you must gain information about the world of work. By discovering and researching your career options, you will be able to determine how well each of your choices will satisfy your needs and wants.

Decision-making is the third integral part of career planning. Choosing a job, or choosing an occupation, or choosing an educational program or choosing how to spend a period of time, are some of the different types of decisions that affect your career. By knowing how to decide one can be sure of making good career decisions. All types of career decisions can be made by using the same step-by-step decision-making process.

1. Define the situation — what is the problem you must solve?
— what do you want to change?
2. Discover the alternatives — what choices do you have?
Seeing the different routes you may take helps you to realize that you are not trapped into following only one route.
3. Gather information — what information have you collected about each of your choices?
4. Evaluate the alternatives — which of your alternatives fits most closely to your needs and desires?
5. Make your decision.
6. Plan for action — what must you do to carry out your decision?
complete an application form? . . . attend an interview.

That is essentially the basics of career planning. Keep the formula in mind and you will always have a guide to follow.

This article was prepared by Career Services Branch, Alberta Manpower.

- the information contained in this unit is basic to successful job search. Shorter or 'unit specific' presentations should always include a sentence or two about the personal inventory. For example, provide a brief summary and refer students to the handout.
- the economy may influence student interest/acceptance of the information provided in this unit. In an employers' market, liking the job can become a secondary consideration to getting one. Presenters may find it helpful to introduce the personal inventory as being a productive exercise for a number of different reasons (ie. gets your thinking organized, may influence school course choices, makes it easier to answer interview questions, etc.).
- this unit also lends itself well to casual comment on both attitudes and realistic expectations. This is important in a sluggish economy and should be stressed in a positive way. (eg. "Jobs are hard to find. This doesn't mean you don't bother looking. Instead, really do your homework so you'll have a better chance for success.")
- do not assume what jobs will appeal to students. The job you'd never want may suit somebody else just fine.
- presenters can use this unit to introduce the idea of using a summer or part-time job as a stepping stone towards a better job or eventual career.
- good reference sources available at Alberta Career Centres include: "Directions For The Future", "A Career Planning Guide" and "The Great Balancing Act."

UNIT 2 - WAYS TO LOOK

Information

- those of you who have had a job - how did you find it?
- let's take a look at eight methods you can use to look for work.
- **PERSONAL CONTACTS** is often the best way to learn about job opportunities.
- tell your friends, relatives, neighbours, past employers, everyone you know that you are looking for a job. They may provide valuable job leads.
- by using personal contacts you can create a grapevine effect. If you tell one person, that person may tell another, who in turn may tell others. You are getting other people to help you look for a job.
- when looking for a job, you are selling yourself and your skills. The more you advertise that you are available, the better your chances.
- don't forget that past employers can give you good leads. They know how you work, your strengths and weaknesses, and will know the kinds of jobs where you'd do well. Further, a referral from a former employer to a potential employer is a good way to get your foot in the door.
- **EMPLOYER CANVASSING** involves speaking directly to employers about possible job openings.
- contacting an employer by telephone may be the first step of employer canvassing. It gives you an opportunity to gather information about the company and to find out if there are any jobs available.
- use the Yellow Pages to get a list of all employers in the specific industries you are interested in. Yellow Pages are an especially helpful source for people looking for a job in a new city, or those unfamiliar with businesses in an area.

- find out from the receptionist or a worker, the name of the person responsible for hiring and ask to speak to this person. Try to arrange a time to meet with the employer or to fill out an application form. This way you avoid dropping in at an inconvenient time.
- bear in mind that telephone manners are extremely important. Even on the telephone you are making an impression. The person who answers the phone might put in a good word for you if you treat them with respect.
- a good trick is to smile at the telephone receiver when you are talking into it. This makes your voice friendlier to the person at the other end of the line.
- remember, jobs are generally not offered over the telephone. You will have to follow up in person.
- if applying on an out of town job, employers can be contacted by a business letter.
- research the company before sending a letter. This is easily done over the phone. Find out what the company does to determine how you can best relate your skills in a way that will attract attention. This will also ensure that you aren't misled by the company name. For example, Athabasca Research Corporation is located in Edmonton, not Athabasca. This company does some research, but more precisely, develops instruments for scientific research and data gathering.
- the letter should include a brief statement about the kind of position you are interested in, your qualifications and how they relate to that position.
- it should not be more than one page in length, preferably typed, and should be sent with a resume.
- be sure to provide your address and telephone number so that the employer can contact you.
- you are often able to find an available job that hasn't been advertised if you go 'in person' to businesses.

- this employer canvassing or pavement pounding is time consuming and often difficult, but it provides an opportunity to meet the employer face to face and shows initiative on your part.
- be sure you know what you are going to say to the employer. "Got any jobs?" is not likely to impress him. Instead, try introducing yourself and ask, "Do you have, or expect to have, any openings available?"
- an employer seeing you for the first time evaluates whether or not you would make a good long-term employee. This is a split second decision based on a first impression of your appearance and attitude.
- dressing 'appropriately' can mean different things, depending upon the position. A general rule of thumb is to dress one step above what you would wear as an employee in that position.
- attitude is another important factor that employers assess. They want to determine if you will fit in with the company's existing staff and/or present a positive image for the company.
- when you call on employers, arm yourself with the necessary information such as names, addresses and telephone numbers of references, schools and past employers. Take your social insurance number because you may have to fill out an application form in the office.
- later we will discuss the personal fact sheet and resume. Carry these along as well since they are both useful in filling out application forms.
- don't be discouraged if results are not obtained on the first visit. Follow up if the employer suggests you keep in touch. An employer can be impressed by your enthusiasm and interest.
- space your follow-up calls about one week apart or as indicated by the employer.

- employer canvassing is time consuming and takes 'guts', but it provides an opportunity to meet the employer face to face and shows initiative on your part. It produces an impression on the employer, making you stand out.
- some employers prefer this method of recruiting because it costs them nothing and allows them to make a quick decision based on their first impression of you.
- if you persevere long enough, it will pay off.
- **NEWSPAPERS** are another good way to find jobs.
- jobs are usually advertised in the 'Help Wanted' section of the classified ads and in the 'Career Opportunities' section of major newspapers. The newspaper offers you an organized listing of available jobs.
- however be sure to check the whole newspaper as some employers will advertise in other sections.
- if you are in a large city, check the morning edition of the newspaper as early as possible. Many people are looking at the same ad. Show initiative and increase your chances by being the first to apply.
- only about 20% of available jobs are advertised in the 'help wanted' section so don't rely on the newspaper. (ie. "Of five jobs that are actually available, only one may be advertised in the newspaper.")
- be aware that some businesses advertise jobs although they are not presently hiring. Employers do this to test the labour market by seeing how many people apply.
- as well, many of the positions that are advertised are the 'hard to fill' jobs.
- a second way to use the newspaper is to scan the 'Business' section for articles announcing the opening of new businesses, expansions, mergers, contracts, and tender awards.

- this kind of business activity may mean that jobs are being created. Visit these employers. Mention that you read about their company and ask if new jobs will be available. Employers will be impressed with your initiative.
- what jobs would be available if a new restaurant opened or if a construction company got a big contract? (ie. Restaurants need waiter/waitresses, bus persons and kitchen help. Construction companies need labourers with varying degrees of skills.)
- keep a copy of the article. It outlines the qualifications that the employer is looking for so you can gear your application towards these. Also note the name and date of the publication so companies know the source of your information.
- by keeping your eyes and ears open, you may find a job opportunity where you least expect it. Some employers will advertise employment opportunities on bulletin boards, store fronts, radio, and even television. We call these **OTHER MEDIA** sources.
- some large organizations like the Alberta Government print job listing bulletins. These are distributed to employees, and are usually displayed at the organization's personnel offices.
- you can use other media sources to advertise your available services. For example, post an ad on the notice board in a grocery store to advertise that you will type, baby-sit, or whatever. Put your first name and telephone number only (eg. For typing - call Bob at 234-5678) to minimize prank calls.
- when advertising yourself, think of yourself as a marketable commodity. Try to word your ad so that it makes you attractive to potential employers.
- be sure to get permission before posting your own advertisements on bulletin boards and in store windows.
- **EMPLOYMENT AGENCIES** are obviously a good place to look for work.

- Hire-A-Student and Canada Employment Centres provide a free referral service to job seekers and employers.
- procedures used in Hire-A-Student centres vary slightly depending on the size of the community where they are located. For example, larger communities, especially the cities, prefer that students register with them only when available for summer work. However, smaller communities will register students prior to the end of the school term, and arrange after-school interviews for summer jobs.
- to register, you complete a form that documents your personal information and qualifications. If these relate to a job vacancy, you can be referred for an interview. The employer then makes the final decision on whom to hire.
- in larger centres, there are also private employment agencies that charge employers for their services.
- employment agencies do not guarantee employment; they only act as a third party linking the job hunter and the employer.
- remember to dress appropriately for an appointment with any placement officer or counsellor. The success of any employment agency depends on the quality of its referrals. If you don't impress the counsellor, you are unlikely to be referred for an interview.
- and also remember that sometimes you can be referred to more than one employer on the same day that you visit the agency. Be prepared for this by taking all of the information you may need with you.
- as with employer canvassing, you may have to visit an employment agency many times before being successful in finding a job. This shows both initiative and perseverance. Keep in mind that new jobs are continually being posted.
- **CREATING YOUR OWN JOB** means starting your own business or one with friends, and selling your products or services to people in your community.
- examples of viable student businesses are window washing, gardening

and landscaping, painting, building fences, selling handicrafts, in fact, anything that you consider is in demand.

- consider the more creative services such as starting a 'Rent-A-Clown' company for childrens' birthday parties. In this area, your imagination and initiative can be your only limitations.
- considerations before starting a business include:
 - . is your service marketable - is there a demand? Decide if enough people would use your service so that you can make a profit.
 - . what prices will you have to charge to make a profit? Is it realistic to expect people to pay this amount?
 - . do you need to invest some money to get started?
 - . do you need a business license from the town or provincial government?
 - . how are you going to advertise your service? How much money will the advertising cost?
- running your own business takes time and effort, but you will gain valuable experience and the opportunity to be your own boss. It also looks impressive on your work history because it shows that you have some experience in all aspects of running a business.
- if your school sponsors a **WORK EXPERIENCE PROGRAM**, participation lets you gain experience and credits at the same time.
- individual school boards determine what pay, if any, the participating students receive.
- it pays to work hard at your assigned station. If you have a good attitude, the employer will remember and may contact you when summer or part-time jobs are available.
- so you do all these things and you still can't find a job. What happens next? Now is the time to plan ahead. Is there anything you can do this year that will give you experience, or something that will show an employer that you are dependable, have a good attitude and can get along with others?
- how about **VOLUNTEERISM?**. You may decide to be a candystriper in a hospital, or help at a senior citizens centre.

- the experience gained through volunteerism at this stage of your life can sometimes be more valuable than money and occasionally, a volunteer job can evolve into paid employment.

SUMMARY

- you will find it works best to use a combination of these eight ways to look for a job. Limiting yourself to one or two sources can limit the number of jobs for which you have the opportunity to apply.
- no matter what ways you use, remember the importance of a good first impression, good manners and a good attitude.

UNIT 2 - WAYS TO LOOK

Notes

- the purpose of this unit is to show students the different methods used to look for jobs. The importance of a good first impression, good manners and a positive attitude should be constantly stressed.
- questions may be the presenter's 'best friend' for this lengthy unit. Use them to find out if the class needs detailed information, or just a review of the important points. For example, ask "When would the yellow pages be a particularly helpful source?" If the students cannot tell you, the information will be new to them. If they can answer questions such as this, summarize the information to provide a brief overview.
- expand on student response to speed up delivery of the information. For example, a student may answer, "My dad told me about the job." Take this response, add, "Great - you used a personal contact," then discuss using this source.
- note that even students who have found jobs through personal contacts tend to underrate this source. Call for a show of hands of those who have found a job through relatives, friends, neighbours, etc. When a good number have, this will give visual emphasis to your comment that this is one of the most effective methods.
- although the more experienced job hunters will be aware of ways to look for a job, do not assume that they know everything about each source. Remember too that you want to assist all of the students in the class, not just the more experienced ones. Each piece of information is likely to be new to at least one student in the group.
- students often find it difficult to approach employers with confidence. They may know what to say and yet be unsure of how to say it. Try some simple role playing with them. Have a student be the employer. Shake hands with the student and greet him/her with respect and confidence just as you would an employer. Introduce yourself and state the

intent of your visit. For example, "Good afternoon, Mr. Smith. I am Pat Presenter and I would like to know if you have any positions open as a busperson."

- you can also use a role play to demonstrate the importance of good telephone manners. Have a student represent an employer and you be a student calling in regard to a job. Say something like, "Hi, do you have any good paying jobs around this joint?" Initiate discussion by asking, "Would you hire me?" Then ask a student to volunteer to demonstrate good manners in a telephone inquiry to an employer.
- students should be aware that employer canvassing is hard work and sometimes frustrating. Balance this with an explanation of how successful it can be. For example, it gives a chance to see the job market first hand and perhaps discover a job before actual advertising and recruitment begins. If possible, use a student who has found a job this way to show that it can pay off. Alternately, cite examples. (eg. "My friend pounded the pavement for five days before talking to a secretary who mentioned that the business down the block was looking for an office assistant.")
- when discussing employment agencies, you or the local Hire-A-Student centre manager should spend a few minutes explaining that Hire-A-Student is a service specifically for students seeking summer work, and detail local office hours, location and procedures. (Note: the information on page 53 re: differing Hire-A-Student procedures is designed for inclusion in presentations given prior to centre openings.)
- individuals with good ideas for student businesses are often unsure of how to start or what it will involve. They will ask you about the details of starting a business. Give brief answers and/or suggest that the students talk to you after the presentation, so you can list their questions, find out the answers, and get back to them. An alternative is to refer them to the local Hire-A-Student centre for further information.
- it's a good idea to read a local newspaper before the presentation so you can familiarize yourself with opportunities and employment conditions and incorporate area information into the presentation.

UNIT 3 - PERSONAL FACT SHEET/APPLICATION FORM

Information

- have you ever considered how much easier it would be to complete application forms if you could have all the necessary information at your fingertips?
- a **PERSONAL FACT SHEET** is a handy reference to have when filling out an application form. It shows at a glance your personal data, education, extra-curricular activities, work history and references.
- here's a form showing how to organize the information, and to help you get started on your own, we've put in one example so you can see what is required in each section. (Distribute handout.)
- take a look at the **PERSONAL DATA** section.
- write your name out in full. If you go by a nickname, put it in brackets beside your given name.
- mailing address refers to your present location, where you will be for the next few weeks. It is the street address or box number where an employer can contact you regarding a job.
- permanent home address may be the same as the mailing address or your parent's address. It is where mail may be sent to be forwarded to you.
- the telephone is the lifeline to getting a job. If an employer cannot reach you easily, he/she will go on to somebody else.
- if there is no one to receive telephone calls during business hours at your home number, arrange with a friend or neighbour to use their number for messages.
- it is necessary to have a social insurance number to work in Canada. You keep the same number all of your life.
- to apply for a social insurance number you need two pieces of identification such as a birth certificate, school report card, or a baptismal certificate.

- application forms can be obtained at Canada Employment Centres. This is a good place to go because your identification can be validated without putting originals in the mail. School board members and various officials within the Municipal District and County offices may also validate identification.
- application forms for a social insurance number may also be available from school Guidance Counsellors.
- once applied for, it takes approximately six weeks to receive a social insurance number. If you are waiting for yours, write 'applied for' in the space provided for this information, and on application forms.
- as employers sometimes ask for your Alberta Health Care number when you commence employment, include it on your personal fact sheet so you have it handy.
- for **EDUCATION**, write down your school name(s), address, program and year of commencement and completion (where applicable), so you can be sure of spelling and dates when transferring this information to an application form.
- also include the dates and other specifics of any school work experience involvement.
- list any awards and achievements (eg. scholarships, athletic and academic awards). This information will indicate some of your strengths to an employer.
- under non-school courses, list any courses taken outside of school for which you have received a certificate (eg. Hunter Training, babysitting, etc.).
- now take a look at your **ACTIVITIES** - things you have done or are currently doing.
- you are the only person who will see this information, so be sure to list everything. Then, when completing an application form, you can select what is pertinent to the available job.

- skills learned through activities can often help on the job. For example, by playing on a team you learn to work well with others - to cooperate. Handicrafts or rebuilding motors indicates you work well with your hands. You have good manual dexterity.
- examples of volunteer activities may include being on a set-up/clean-up committee for school dances, reading to patients at the hospital, working at a bingo, candy striping, etc.
- Clubs and Sports include being on Student Council, being a member of a debating or chess club, or on a baseball or volleyball team. Do not forget individual sports such as track and field and figure skating.
- Hobbies are things you choose to do in your spare time, such as reading, stamp collecting, etc.
- several questions are listed under **EXPERIENCE** to help you organize your thinking. You can also refer back to your activities section to see if any of these questions would also apply there.
- Home/Neighbourhood Duties range from mowing the lawn, looking after younger brothers and sisters, to helping out on the farm.
- Paid Employment means any job you have had, including babysitting and paper routes.
- remember to check for spelling and accuracy when listing past employer/company/supervisor names, addresses and telephone numbers.
- once you've had more than two jobs, it is difficult to remember addresses, telephone numbers, exact wages and how long you worked at each location.
- by recording this information on the personal fact sheet, you can easily transfer it to an application form.
- students often confuse employer with owner or supervisor. If I work for Bob Tadpole at the Dilly Ice Cream Bar, who is my employer? The correct answer is the company name - Dilly Ice Cream Bar.

- if there was no company (eg. some farm labour), write out the full name of the person you worked for.
- supply the complete address of the company and its telephone number.
- employers also want to know the name of your supervisor. This is the person who gave you instructions when you worked for that company and thus the individual most knowledgeable about the quality of your work.
- don't put down the owner or manager's name unless he/she was also your immediate supervisor.
- under Skills Learned/Applied, ask yourself the following six questions:
 - . were you responsible for money?
 - . did you assist with inventory, ordering and receiving supplies?
 - . did you operate or repair machinery?
 - . did you have to keep records or books?
 - . did you deal with customer complaints?
 - . did you supervise others?
- use action words such as the ones listed on the last page of the handout to describe your skills.
- take time to ensure that this section is detailed and accurate.
- remember to check for spelling when listing the various items and review your outline regularly to ensure that your information is updated and complete.
- keeping a careful record of past employment, duties, skills and responsibilities can help you complete application forms and also answer interview questions better.
- under Machinery Operated be sure to list everything (ie. farm machinery, switchboard, adding machine/calculator).
- **REFERENCES** are people who can supply information about your personal character and work habits to a potential employer. The references you use should know you well and be able to make positive comments about you.

- employers prefer people who knew the applicant in a work related environment (eg. past employers, supervisors). However, you can also use teachers, coaches, youth leaders, clergy, or adult friends of the family.
- do not use relatives or school friends as references.
- relatives are likely to say, "Oh, our Kelly is a sweet, wonderful person", and references from friends lack credibility.
- references don't have to be 'status' people like a mayor or judge. It is more important that they are people who know what you are capable of doing. For example, an employer can ask your teacher about your work habits and punctuality.
- is an employer who has fired you a good reference? (NO)
- make sure you ask people before using them as references. If possible, tell them the position for which you are applying so that they can plan what to say to the employer that might help you get the job.
- list as many references as you can think of so that you are able to choose those most applicable to each job you apply for.
- once you have completed your personal fact sheet, have someone proof read it for errors or omissions.
- remember that taking the time to prepare a thorough personal fact sheet will save you time in the rest of the job search process.
- now that you've completed the personal fact sheet to take with you on the job hunt, filling out an **APPLICATION FORM** will be much easier. (Distribute handout).
- remember, your application form is the first piece of work the employer has from you. Try to ensure that it isn't the last!
- if possible, research the job and/or company before completing the application form.

- always type or neatly print application forms. If you have trouble printing in small spaces, practice at home.
- if given the choice, take the application home to fill it out so you can take the time to be thorough. You can also have someone proof read it before submission. Alternately, ask for two forms in case a mistake is made on one.
- read it over before you start to complete it. Ask the employer if you have any questions.
- **POSITION APPLIED FOR** means the job you want to do.
- do not give the slang version of the position title. Use the proper title because it is more business-like and acceptable to employers. For example, say service station attendant instead of gas jockey, or administrative assistant instead of office clerk.
- employers like to hire individuals who have direction. Phrases like 'anything' do not show that the applicant is flexible, but that they can't decide.
- if you don't know what positions are available, ask the employer or the person who gave you the form.
- fill out a separate application form for each position you apply for with one company.
- a **COMPETITION NUMBER** is often used by large companies and governments to distinguish between various job openings. One number is assigned to each job.
- for example, a large company may need two flagpersons, one in Bonnyville and the other in Strathmore. To avoid confusion, the position in Bonnyville may have a competition number 932 and the one in Strathmore 933.
- most application forms do not ask for a competition number since most companies do not have numerous job openings.

- if you are unsure if there is a competition number, ask the employer or refer to the job advertisement.
- if there is no competition number, write N/A (not applicable). By writing N/A you are showing the employer that you have read and understood the question, but it does not apply.
- **PREFERRED LOCATION** is a term used by large companies with openings in different areas.
- the company wants you to indicate the town or city where you want to work.
- if the business operates in more than one location in one city, they want you to indicate the neighbourhood where you prefer to work.
- **HOW DID YOU LEARN ABOUT THIS COMPETITION**, the company wants to know how you heard about the job so they can advertise effectively.
- state where you heard about the job. If you used a newspaper, give the name and date. If you used a personal contact, be professional and give their full and proper name, not 'Mom' or 'Uncle Bill'. If it was a former employer, state this and give his/her name and position title.
- for **NAME**, as in the Personal Fact Sheet, be sure to give your proper name in the order that it is requested. Generally surname or last name is stated first. The name used here will be the name shown on pay cheques and income tax forms.
- if you use a name other than your first name, underline it so the employer will know what to call you. If everyone calls you by a nickname, put it in brackets.
- **PART-TIME/PERMANENT/TEMPORARY/SEASONAL** means the term of employment for an advertised job. If you are in doubt about this, ask the employer.
- part-time employment is usually work that involves less than 35 hours per week.
- permanent employment continues over an indefinite period of time.
- temporary employment involves regular hours worked over a specific period of time. For example, 8 hours per day for 2 months.

- seasonal employment reoccurs according to the season. (eg. Landscaping, Christmas gift wrapper, working at a ski resort, road crew).
- if your **MAILING ADDRESS AND PERMANENT HOME ADDRESS** are the same, write it down twice unless otherwise instructed. This shows the employer that you are willing to put in a little extra effort to get the job, and will likely put out a little extra effort on the job.
- transfer the **TELEPHONE** numbers (ie. home phone and messages) recorded on your personal fact sheet to the application form. Since school and business hours are usually much the same, employers could have difficulty contacting you. Make it easy for them - give them two numbers.
- be sure to check with your message taker before using their number.
- **ARE YOU BETWEEN THE AGES OF 15 AND 65** is a question asked for legislative reasons which we will discuss later. You simply answer yes or no.
- **CANADIAN CITIZEN/LANDED IMMIGRANT** asks if you are legally entitled to work in Canada. Only citizens, landed immigrants, and those with work visas can legally work in Canada.
- if an employee is **BONDABLE**, the employer may take out insurance against theft or damage of goods by that employee. Factors which may limit bondability are age (the person must be considered an adult) and having a criminal record. Bond eligibility depends on the nature of the record. If you are unsure as to whether or not you are bondable, check with your probation officer.
- what is a **SOCIAL INSURANCE NUMBER**? Why do you need one and where can you get it?
- **DATE AVAILABLE FOR EMPLOYMENT** means the date when you are able to start work.
- use a specific date like 'June 25, 1984.' Words or phrases such as 'immediately' or 'as soon as possible' don't give the employer enough information.

- remember to consider vacation plans, when you will finish your exams, or when you will be leaving your present job.
- **DESIRED SALARY** is tricky to answer. Try to find out the starting wage for the position. If you do not know, don't guess. You do not want to ruin your chances by over-pricing yourself, yet you do not want to get less than the going rate. Do not leave a blank, write 'negotiable.'
- copy your **EDUCATION** information from your personal fact sheet.
- state your highest completed grade, not the grade that you are currently taking. If you are concerned about not being recognized as going into the next grade, with grade 11 completed, write 'currently enrolled in grade 12'.
- post-secondary refers to education beyond high school, such as college, university, apprenticeship courses, etc. Don't be intimidated by this and think that you must have post-secondary education to apply. This question is on the form because usually everyone employed by a company, from custodian to manager, fills out a standard application form. Just use N/A if the section doesn't apply to you.
- sometimes the application form will have a section under Education entitled 'Other'. This corresponds to the 'Non-school Courses' section of the personal fact sheet.
- the first page of the application form asks for personal data and education, which is basic information. Most employers just glance over this information because it doesn't set one applicant apart from the others. However, if this first page is neat, accurate and complete, the employer may be persuaded to read the second and most important page.
- the second page requires very specific information such as names, dates and telephone numbers of past employers, supervisors, etc. Your personal fact sheet is very useful for this, and for reminding you of all the job experiences you have had.
- this page gives you a chance to tell the company about yourself, and how you can contribute to their organization.

- most applications have space under **EMPLOYMENT HISTORY** for you to record three to five previous jobs. They usually ask you to list your most recent employment first.
- employers want to know six facts about your past employment, five of which are recorded on your personal fact sheet. Remember what we said about employer, address, telephone, term of employment and supervisor?
- the sixth thing they ask is why you left your last job.
- always give a brief, positive explanation for leaving. This will give the employer a better impression of you. Instead of writing 'quit' write 'returned to school'. 'Disagreement with boss' is negative so put something like 'management policies not conducive to advancement'.
- it is important to be honest. Because you have given past employers' names and telephone numbers, a potential employer may phone them and discover you are lying.
- note that being fired and being laid off are two different things.
- what would you put down if you were fired?
- you may want to be straightforward and write down 'fired', but follow this by adding, 'willing to discuss in an interview'.
- transfer the information on position and duties from your personal fact sheet. Remember that employers look for a variety of tasks, and usually respond well to action words.
- what is a **REFERENCE**?
- remember to request permission from all your references before using their names.
- the handout "Reference Checks" shows what employers usually want to know when they contact references. Evaluate yourself and then discuss the questions with your references so they can prepare positive comments about you.
- the **GENERAL INFORMATION** section of the Application Form gives you an opportunity to let your personality shine!

- employers use it to find out about enthusiasm and ability by asking applicants about their activities. This information can be drawn from the 'Activities' section of your personal fact sheet.
- employers also use this to assess your written communication skills. Use it to your advantage. Often, how you say something is as important as what you say. For example, instead of writing a short phrase such as 'student council member', you may say something like 'accepting the responsibility of being President of the Centre High Students' Council was not only a rewarding challenge, but helped me develop effective organizational and leadership skills.'
- if possible, relate the information that you provide in this section directly to the job for which you are applying. For example, you could say, 'my interaction with children as a coach for pre-school gymnastics would help me in developing a recreation program for youngsters', or 'my responsibilities as secretary-treasurer for the Centre High Student Council have given me accounting skills which would help me in the bank teller position.'
- the **DECLARATION** is a statement of accuracy validated by the applicant's signature. Write, don't print, and include the date the application form was completed.
- by signing the application form you are making it a legal document.
- honesty is very important. Any exaggerated or false information may disqualify an applicant from a position or lead to dismissal if already hired.
- before you hand in your application form, read it over carefully. Ask yourself, "What is my impression of this person? Would I hire me?"

PERSONAL FACT SHEET OUTLINE

PERSONAL DATA

Last Name Jackson First Name Terry Middle Name Lee
Home Address: Street and Number RR #2 Mailing Address Box #100
City and Province Rocky Rapids, AB Rocky Rapids, AB
Postal Code XOV 2B8 XOV 2B8
Telephone Number: Home 558-8608
Messages 555-7707 (Ms. M. Jackson)
Social Insurance Number: 643 883 559 Alberta Health Care Number 65678893 620

EDUCATION

School: Rocky Rapids Regional High School Program (ie. academic, Diploma
Rocky Rapids Junior High School business education)
Work Experience Involvement September 10 - January 15, 1983, Grade Two Teacher's Aid

Awards and Achievements (eg. Scholarships)

1. Grade 11 Athletic Award

Date Received

June 1981

2.

3.

Non-school courses description

(eg. babysitting course, St. John's Ambulance)

1. Swimming

Certificate or Diploma received and date

Bronze Medallion March 1981

2.

3.

ACTIVITIES

Volunteer Activities:

Description (eg. candy striping, clean-up dance committee)

Length of Time

Skills Learned/Applied

1. Clean-up dance committee

September - June 1981

Organization, cooperation

2.

3.

Clubs and Sports

<u>Description</u> (eg. student council, baseball, chess club)	<u>Length of Time</u>	<u>Skills Learned/Applied</u> <u>Awards Received</u>
1. Baseball - shortstop	Spring 1981-1983	Team cooperation, leadership
2.		
3.		

Hobbies

<u>Description</u> (eg. reading, stamp collecting, sewing)	<u>Length of Time</u>	<u>Skills Learned/Applied</u>
1. Bike riding	12 years	Basic bike repairs and maintenance, coordination, manual dexterity.
2.		
3.		

EXPERIENCE

To help identify your skills and responsibilities, ask yourself:

- were you responsible for money?
- did you assist with inventory, ordering and receiving supplies?
- did you operate or repair machinery?
- did you have to keep records or books?
- did you deal with customer complaints?
- did you supervise others?

Home/Neighbourhood Duties:

<u>Description</u> (eg. mowing lawns, farm work, babysitting)	<u>Length of Time</u>	<u>Skills Learned/Applied</u>
1. Babysitting	4 years	flexibility, care for children including dietary and hygienic needs, taking phone messages.
2.		
3.		

Paid Employment

<u>Description</u> (eg. babysitting, delivering papers)	<u>Length of Time</u>	<u>Skills Learned/Applied</u>
1. Farm labourer	July 2-August 31/83	operation and maintenance of tractor and other farm machinery, time management.
2.		
3.		

<u>Employer/Company Name</u>	<u>Address</u>	<u>Phone Number</u>	<u>Supervisor Name</u>
Circle K. Farms	Box 100, Rocky Rapids	558-8608	Mr. Ralph Jackson

Machinery Operated

<u>Description (eg. tractor, cash register)</u>	<u>Length of Time</u>	<u>Skills Learned/Applied</u>
1. Commodore Pet 2001 computer	2 years	computer languages and manual dexterity
2.		
3.		

REFERENCES (also attach photocopies of any letters of reference)

	<u>Name</u>	<u>Address</u>	<u>Phone Number</u>	<u>Occupation</u>	<u>Years Known</u>
1.	<u>Ted Jamison</u>	<u>Box 127, Rocky Rapids</u>	<u>558-9117</u>	<u>Hotel Manager</u>	<u>4</u>
2.	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>
3.	<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>

SAMPLES OF ACTION WORDS

Use these types of words to describe your experiences and involvement in activities. These words can be useful when completing your personal fact sheet, an application form, resume or preparing for an interview.

Achieved	Edited	Organized
Analyzed	Eliminated	Planned
Assembled	Ensured	Prepared
Assisted	Evaluated	Promoted
Attended to	Expanded	Provided
Collected	Improved	Received
Compiled	Indexed	Recorded
Completed	Initiated	Reported
Conducted	Instructed	Researched
Consulted	Interviewed	Restored
Controlled	Managed	Reviewed
Coordinated	Maintained	Selected
Created	Negotiated	Solved
Delegated	Obtained	Supervised
Designed	Opened	Tested
Directed	Operated	Trained
Dispensed	Ordered	Translated

SAMPLE APPLICATION FORM

Handout

PLEASE PRINT

POSITION APPLIED FOR (Use the appropriate position title. Complete a separate application for each position applied for.)	COMPETITION NUMBER (N/A or specify)	HOW DID YOU LEARN ABOUT THIS COMPETITION? (Specific location, person or newspaper)		
	PREFERRED LOCATION			
NAME SURNAME FIRST MIDDLE		PERMANENT PART-TIME TEMPORARY SEASONAL (Circle one neatly)		
MAILING ADDRESS (Include postal code)		PERMANENT HOME ADDRESS (Repeat mailing address if it is the same as home address)		
TELEPHONE (Establish two numbers you can use)	BUSINESS MESSAGES	ARE YOU BETWEEN THE AGES OF 15 AND 65? Yes No (Circle one)		
CANADIAN CITIZEN/ LANDED IMMIGRANT Yes No (Circle one)	ARE YOU BONDABLE? Yes No (Circle one)	SOCIAL INSURANCE NUMBER (Complete or note you have applied for one.)		
IF SUCCESSFUL, DATE AVAILABLE FOR EMPLOYMENT? (Provide specific date)		DESIRED SALARY (Use 'negotiable' or better yet research the position to determine a realistic range.)		
EDUCATION	INSTITUTION	STARTED	LEFT	HIGHEST GRADE, CERTIFICATE/DIPLOMA
Secondary	(Copy information	MO. YR.	MO. YR.	
	from your personal	MO. YR.	MO. YR.	
	fact sheet)	MO. YR.	MO. YR.	
Post-secondary	(N/A)	MO. YR.	MO. YR.	
		MO. YR.	MO. YR.	
		MO. YR.	MO. YR.	
Other	(ie. Non-school	MO. YR.	MO. YR.	
	courses)	MO. YR.	MO. YR.	
		MO. YR.	MO. YR.	

EMPLOYMENT HISTORY

EMPLOYER: (Most recent first)

POSITION AND DUTIES: (Use a copy of the job description or detail specific activity. Use action words.)

ADDRESS:

TELEPHONE:

SUPERVISOR:

REASON FOR LEAVING: (State in a positive manner)

EMPLOYER:

POSITION AND DUTIES:

ADDRESS:

TELEPHONE:

TERM OF EMPLOYMENT:

SUPERVISOR:

REASON FOR LEAVING:

REFERENCES

	NAME	ADDRESS	TELEPHONE	OCCUPATION	YEARS KNOWN
1.	(Check with your references prior to using their names.)				
2.					
3.					
4.					

GENERAL INFORMATION (HOBBIES, ACTIVITIES, VOLUNTEER WORK)

(Use action words to describe additional skills, experiences or extra curricular activities related to the position applied for.)

DECLARATION: I hereby declare that to the best of my knowledge, the information on this application form is complete and accurate in every respect. I understand that a false statement will disqualify me from employment or cause my subsequent discharge if I am employed.

DATE: _____

SIGNATURE: _____

NOW, WHAT IS YOUR FIRST IMPRESSION WHEN YOU REVIEW YOUR APPLICATION?

REFERENCE CHECKS

The following are the most common questions employers ask during reference checks. Analyze your own performance and then discuss the questions with your references to alert them to the type of questions they may be asked.

QUESTIONS	SELF EVALUATION OF PREVIOUS PERFORMANCE	REFERENCES' COMMENTS
1. Would you rehire this person?		
2. How long was this person in your employ?		
3. What were his/her duties?		
4. Were you satisfied with his/her work?		
5. Did he/she get along with others?		
6. Was he/she: reliable? capable? honest? punctual?		
7. How much time did he/she miss?		
8. Why did he/she leave your employ?		
9. Areas of weakness _____ _____		
10. Comments (explain "no" answers) _____ _____ _____		

UNIT 3 PERSONAL FACT SHEET/APPLICATION FORM

Notes

- presenters must ensure that students clearly understand that the personal fact sheet is completed in preparation for the job search and used as a reference when completing an application form. Information from this 'cheat sheet' can be quickly transferred to the application form, ensuring accuracy and inclusion of all pertinent information.
- the application form records qualifications and interests. It is used to choose for interviews those applicants who look best suited for the job.
- start by covering the personal fact sheet in detail. Then, test student understanding of the presented material by having them answer when the same topic appears on the application form.
- determine student knowledge through questions. (eg. "How many of you have filled out an application form? What questions were asked? Has it been covered in school?") Use the responses to decide how detailed your discussion should be.
- emphasize neatness, completeness and accuracy. The application form is the first piece of work the employer has from an applicant, so students must make sure it reflects a neat, conscientious person (ie. makes a good first impression).
- put up poster size examples of good and bad application forms, and ask, "If you were an employer, with 40 applications to be sorted into 'G' for Garbage and 'I' for Interview, where would you put these?"
- or hold up a handful of applications and ask, "If you were an employer with 100 applications for one job, would you read them all? How would you screen them out?"
- when handing out the sample application form, make sure that the students realize it is for discussion purposes only, and that they will never see one exactly like it because each company makes up its own.

- explain why they must follow the instructions on any form. (eg. "On please print, if you write, the employer will assume that either you can't read or you don't follow instructions.")
- incorporate area information wherever possible. For example, when discussing 'how did you learn about this competition', say "you read about the job in the Herald, so write it out - Blairmore Pass Herald, May 4, 1984."
- be careful that your examples are tailored for each class. For example, smaller communities usually don't have candy stripers. Preferred location in a rural area will generate a town name, whereas an urban student may indicate a specific area within the city.
- if you have kits with you, suggest that students requiring a social insurance number pick one up after the presentation.
- remember to involve the students as much as possible. For example, to test understanding of the term 'post secondary', ask students for examples.
- continually emphasize the importance of preparation, accuracy and neatness for these two steps of the job search.

UNIT 4 - THE RESUME

Information

- a resume is a concise one to two page fact sheet about yourself. The type of information given in a resume is similar to what may be asked on an application form. For example, you provide personal data, employment history, education, additional information and possibly references in a resume.
- a resume gives a professional touch to job hunting. It may act as your application, although you may be required to fill out an application form as well.
- it should be updated regularly.
- there are two types of resumes, blanket and job specific.
- a blanket resume is a general resume used when applying for any job. It saves time by being all purpose and thus can be photocopied. You can compensate for its generality by sending it with a carefully worded covering letter.
- a job specific resume allows you to include information about your skills and abilities that relate directly to a particular job. For example, if you were applying for my job, you'd want to highlight your public speaking and group work experiences.
- you can prepare your resumes (either blanket or job specific) according to a variety of formats. Among these are the chronological, functional and cross-over.
- a chronological format organizes experiences according to when they occurred in time. Usually, you list your most recent experience first. It is the most commonly used format.
- functional resumes highlight an applicant's skills and abilities. Employment background and past experience are organized according to abilities, not a specific time period.

- a cross-over resume uses a combination of the chronological and functional formats.
- it is a good idea to get more detailed information on these formats at the library. Then you can choose the one that will show you to your best advantage.
- a resume should be neat, attractive and accurate. It should never be more than two typed pages. When deciding on the layout, leave lots of white space. This will make it easier to read. Do not date or sign your resume - you put this on the covering letter that goes with it.
- always proof read, checking for spelling mistakes and phrasing. Have someone else read it over to catch the mistakes you miss.
- the key to a good resume is organization. Here's a sample resume. Let's take a look at it. (Distribute handout.)
- for **PERSONAL DATA**, include your name, address and telephone number. Make sure that you can be easily contacted. You may want to use two telephone numbers (ie. home and work, or a number where messages can be left).
- **CAREER OBJECTIVES** should only be stated when you have a definite career goal. Otherwise, it may limit your chances.
- if you put one in, relate how the job applied for would help you attain your career objective.
- as with the application form, for **EDUCATION** list the names of schools attended, types of programs enrolled in, years that you started and completed, and the diplomas, certificates, or special awards received.
- you can also include non-school courses (eg. First Aid, Powder Puff Mechanics) which you have successfully completed, or put this is under 'Additional Information' - where ever it will stand out better.
- under **EMPLOYMENT HISTORY**, include past employer names, locations and the length of employment with each. Use specific month and year start and finish dates. If it will be to your advantage, include the name of your immediate supervisor and the reason you left the job.

- document your past work experience by describing the duties and the responsibilities of each position held. Use action words like 'responsible for.'
- volunteer work and participation in a work experience program in school may also be organized into this section, but be sure to indicate it as such.
- examples of **SPECIAL SKILLS** are typing, possessing a driver's license, ability to operate and/or repair machinery.
- list all your skills, to clearly show everything you have to offer an employer.
- under **ADDITIONAL INFORMATION** describe your past and present involvement in clubs, sports activities or hobbies. Include information about the length of your involvement, positions held, and awards received because employers want to see people who have successfully assumed responsibility in some endeavour.
- **REFERENCES** can be included in the resume or 'made available upon request'.
- if you choose to make your references 'available upon request', be sure to take them, neatly outlined on a separate sheet, to the interview.
- if you choose to put them in your resume, list two or three and/or attach a letter of reference. Provide their names, addresses and telephone numbers, and if you like, indicate how long they have known you.
- if you have no employer references, it is best to use a variety of people (eg. a teacher, a next door neighbour who has watched you grow up over the years, or a club leader).
- always request permission from all your references before using their names. If possible, tell them the position for which you are applying. This gives the references a chance to think about what they will say if an employer calls.

- take a look at the sample **COVERING LETTER**, also called a letter of application.
- always send a covering letter with your resume. It should be addressed to a specific position, for example, Personnel Manager, XYZ Company, preferably using the name of the person in that position.
- the letter should introduce and personalize the resume. Keep the job you're applying for in mind, especially if you are using a blanket resume. Include specific reference to the job in the letter.
- you want the letter to create an interest in the resume and in you. The first few sentences are most important to spark the employer's interest. State your most significant related experience early in the letter.
- close the letter by politely requesting an interview.
- the letter may be handwritten, but typed letters are more business-like.
- be sure that it is signed and dated, has a return address, and includes telephone numbers where you can be reached.

SAMPLE COVERING LETTER
(Chronological)

12200 - 55 Street
Medicine Hat, Alberta
T1B 2C3
May 28, 1984

Mr. B. Manor
Managing Director
Games Galore Council
#461, 4236 - 1 Street SW
Medicine Hat, Alberta
A1A 1A1

Dear Mr. Manor:

Re: Application for Time-keeper Position

In response to your advertisement in the May 26 edition of The Medicine Hat News, I would like to be considered for the position of Time-keeper for the 1984 Games Galore competitions.

As a high school student, I have developed public relations and organizational skills through summer jobs and involvement in school sports. Through my coaching experience, I understand the need for accurate time-keeping during sporting events, and feel that I have the required qualifications to meet the demands of this position.

For details about my past experiences please refer to my enclosed resume.

I would enjoy being part of the Games Galore organization and therefore I am available for an interview at your convenience. You may contact me at 432-4321 or leave messages with Mr. Taylor at 942-1249 between 8:00 a.m. and 5:00 p.m.

Yours truly,



Lorne Jackson

SAMPLE CHRONOLOGICAL RESUME

Lorne Jackson
12200 - 55 Street
Medicine Hat, Alberta
T1B 2C3

Telephone: 432-4321
Messages: 942-1249
between 8am and 5pm

Education

1981 - 1984	West Central High School Diploma Program Graduating in June, 1984
1978 - 1981	West-End Junior High School

Employment History

September 13, 1983 - Present Part-time Employment Supervisor - Mr. Don Jones	<u>Farm Labourer I.</u> The Tree Nursery and Horticultural Centre. <ul style="list-style-type: none">. responsible for care of field plants including transplanting, weeding and hoeing. implemented indoor watering and trimming schedule
June 28, 1983 - August 31, 1983 Summer Employment Supervisor - Ms. Joan Dons	<u>Information Bureau Attendent.</u> Waterton Lakes National Park. <ul style="list-style-type: none">. maintained inventory control. developed diplomacy and courtesy when dealing with the public. compiled statistics
January 3, 1982 - June 30, 1982 Part-time Employment Supervisor - Mr. T. Editor	<u>Newspaper Delivery Person.</u> Medicine Hat Newspaper. <ul style="list-style-type: none">. responsible for regular delivery. collected accounts and maintained records. developed public relation techniques

(Sample Chronological Resume - Page 2)

Volunteer Experience

July 2 - August 28, 1982
Summer Employment
Supervisor - Mr. Al Bat

Little League Baseball Coach. City of
Medicine Hat Parks and Recreation Department
. organized practice and game schedules
. instructed players on rules and techniques
. supervised games, practices and tournaments
. responsible for equipment maintenance

September 10 - January 15, 1981
Work Experience Program in School
Supervisor - Ms. Teacher

Grade 2 Teacher's Aid. West-End Elementary
School, Medicine Hat
. marked papers
. prepared and instructed physical education
class
. lunch-room supervisor

Special Skills

- . Typing: 35 words per minute
- . Class 5 operator's license (standard and automatic transmission)
- . National Coaching Certificate Level 1 (baseball)
- . St. John's Emergency First Aid Certificate
- . Heart Foundation, Heart Saver Award (CPP)

Additional Information

- . played shortshop for the Medicine Hat Saints for the last two years
- . elected sports representative for the West Central High Student Council
- . served on the entertainment committee for the Interchange on Canadian Studies Conference held in Bow Island, May 1982.

References

- . available upon request

SAMPLE COVERING LETTER
(Functional)

12345 - 678 Street
Sometown, Alberta
TOT OTO
June 2, 1984

Ms. P. Sayles
4567 - 123 Avenue
Sometown, Alberta
TOT OTO

Dear Ms. Sayles:

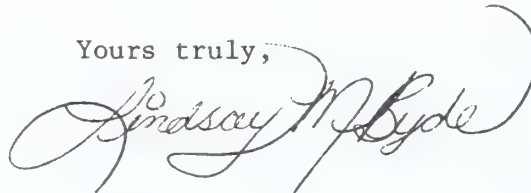
My counsellor at Sometown High School, Mr. Walter Smith, told me that you were seeking a dynamic salesperson. I would like to apply for this position.

As detailed in my attached resume, I have achieved sales records in the past. My 4H public speaking experiences and leadership roles in school activities have developed my interpersonal skills. After my June graduation, I would like to expand my sales techniques and feel that your company would offer an excellent opportunity for this.

I am looking forward to meeting you in order to discuss my qualifications and potential to be a part of your sales team. You can contact me at 876-5432 or leave messages with Ms. Peters at 876-3245.

I hope to hear from you soon.

Yours truly,

A handwritten signature in cursive script that reads "Lindsay M. Byde". The signature is written in dark ink and is positioned above the printed name.

Lindsay M. Byde

SAMPLE FUNCTIONAL RESUME

Lindsay M. Bye
12345 - 678 Street
Sometown, Alberta
TOT OTO
Phone: 876-5432

Sales Experience

Obtained "greatest sales record" during Sometown High School annual fund raising campaign for sports equipment.

Conducted home telephone solicitation with an air conditioning firm and received creative sales award for one month of outstanding sales.

Public Relations

Executive member of Sometown High School student council and worked extensively with peers, teachers and fellow council members.

Coordinated team activities and provided leadership as captain of Sometown basketball team.

Special Skills

Type 40 words per minute.

Current St. John's Ambulance Emergency First Aid Certificate.

District Public Speaking Award for 4H Speech competition.

Education

Currently working towards a high school senior matriculation.

Expect to graduate June, 1984.

SAMPLE COVERING LETTER
(Cross-Over)

Box 000
Oneplace, Alberta
T2T 2T2
June 8, 1984

Ms. T. Ground
Recreation Coordinator
Box 222
Oneplace, Alberta
T2T 2T2

Dear Ms. Ground:

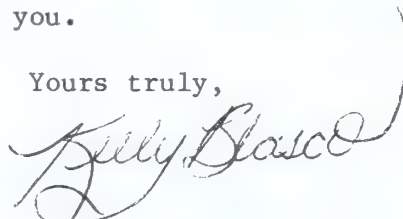
I would like to apply for the position of Daycamp Programmer as advertised June 9 in the Oneplace Gazette.

As an energetic high school student interested in youth activities, I feel that this job requires qualifications like mine. I have been involved in outdoor and learning activities for Oneplace youth and would like to continue working in this area. As specified on my resume, I have taken courses which would also relate to this position.

I am available at your convenience for an interview and may be contacted at 123-4567 or messages may be left with Mr. Fred Smith at 765-4321.

I look forward to hearing from you.

Yours truly,

A handwritten signature in cursive script that reads "Kelly Blasco". The signature is written in dark ink and is positioned above the printed name.

Kelly Blasco

SAMPLE CROSS-OVER RESUME

Kelly Blasco
Box 000
Oneplace, Alberta
T2T 2T2

S.I.N.: 828 880 180
Phone: 123-4567
Messages: 765-4321

PLANNING

Program Coordinator. Responsible for planning and implementation of playground programs for Oneplace youth (ages 4 to 12 years). Under the supervision of the Recreation director, coordinated activities of two other staff, conducted daily and weekly evaluations, submitted written reports.

(Oneplace Recreation Department, May - August, 1983)

Teacher's Aid. Assisted in planning and conducting remedial learning activities for special grade two students. Involved in over 80 hours of work as part of a work experience program.

(Oneplace School, September 1982 - June 1983)

PROMOTION

Student Vice-President. Developed and initiated the advertising campaign for Onetown High School Gymnasium Fund Raising Campaign. In just over two years sufficient funds were raised to replace the school's gym.

(Oneplace High School, September 1982 - June 1983)

Oneplace County Fair Board. Assisted with advertising promotions for Oneplace County Fair.

(Oneplace, April - June 1983)

SPECIAL SKILLS

Bilingual - English/French (read, write, speak).
Completed introductory calligraphy course.

EDUCATION

Will graduate from Oneplace High School June, 1984.

Related Courses:

Economics 30

Sociology 20

Art 30

REFERENCES

Available upon request.

UNIT 4 - THE RESUME

Notes

- do not cover this information with grade nines unless the teacher specifically asks you to. Simply tell them what a resume is, that it can be developed from a personal fact sheet, and suggest that they pick up a sample resume and covering letter as they leave.
- students in the higher grades need this information because they may be looking for jobs that require this kind of application.
- ask the students if they know what a resume is, if it has been covered in class and in what grade. Use their responses and the amount of detail you have provided about application forms to determine how quickly you can cover this unit.
- it is easiest to discuss the resume by handing out a sample so students can see the physical layout and wording of the information. Cover the material by section, using a more straight forward lecture style to speed your delivery.
- although a resume is not always requested, it is impressive because it shows applicant effort.
- in larger centres, students have access to professional resume writing services. These resumes contain strong action words, look impressive, and sometimes create deceiving expectations about qualifications. Caution the students that they must be able to live up to these employer expectations during the interview.
- you can also inform students that some employers see a professionally done resume as an indication of a lack of personal initiative and imagination on the part of the applicant.

- the three types of resume samples were developed mainly for use in grade 12 presentations. However, depending on the time available or the amount of resume information requested by the teacher, you may choose to discuss one or all of the samples with the different grades.
- presenters are well advised to research resume formats at the Alberta Career Centre or other libraries so you can better answer questions. When doing so, remember to use more than one source. This will show the many differences of opinion in this area.
- if you discuss the resume in detail, you may find it more effective to quickly summarize the personal fact sheet and application form to avoid duplicating the information presented.
- hand out the sample covering letter to help demonstrate that the information in the letter is different from the information in the resume. Discuss the letter to show students how to state intent and purpose.
- the following article, and the 'Job Seekers Handbook' are good reference sources for this unit.

DEVELOPING A RESUME

Your resume is a written summary of all the information about you that will interest an employer. It is an important tool in any job search; a good resume transforms a job applicant into a job candidate.

A RESUME IS A PROMOTIONAL PIECE:

A device to get someone to take a serious look at you. It will help you to get that all important interview with an employer by sparking interest in your abilities. It must be concise, easy to read and organized in such a way as to draw immediate attention to your most significant skills and achievements.

CONTENT:

Prepare a page which includes the following information:

- Position applied for (state title of position and include any competition number).
- Name
- Address
- Telephone numbers (business and residence)
- Education (include name of educational institution, course completed, date and diploma or degree obtained).
- Training courses
- Date available for work if accepted.

WORK EXPERIENCE OR EMPLOYMENT RECORD:

An essential ingredient of any resume. Dates should be given along with company names and addresses and a description of your work. Job descriptions should be brief but include the specific tasks performed, the skills required, the scope of your responsibility and any promotions or recognitions. If you are just entering the work force, you may feel that you have very little experience and you, therefore, cannot produce an effective resume. NOT SO. You can state job goals, part-time work, summer work and volunteer work. Anything that is favourable should be included.

REFERENCES:

References do not necessarily have to appear on the resume, however, they should be available upon request so have them ready. Choose your references carefully and try to get a "variety" Previous employers are usually willing to act as references. Avoid using the names of relatives. Consult the people you choose before you use their names.

A POINTER TO REMEMBER WHEN YOU ARE PUTTING THE CONTENT TOGETHER:

Your resume should be tailored to the job. "Blanket" resumes may not be effective if they do not emphasize the appropriate facets of your qualifications in relation to the job you have applied for.

UNIT 5 - THE INTERVIEW

Information

- what is an interview?
- an interview is a conversation that allows the employer to decide whether an applicant is right for the job, and lets applicants decide whether jobs are right for them.
- interviews are usually held a few days (or even weeks) after the employer has received an application or resume.
- let's do a couple of interview role plays to show what can go wrong or right.

ROLE PLAY OF BAD INTERVIEW, FOLLOWED BY DISCUSSION, FOLLOWED BY GOOD INTERVIEW ROLE PLAY AND DISCUSSION. See scripts, pages 91 to 94.

DISCUSSION POINTS FOR THE BAD INTERVIEW ROLE PLAY

- what did I do wrong?

Arrived late

- arrive five to ten minutes early so you don't give a bad impression by arriving late and will have some time to relax. But don't arrive too early - you'll only get more nervous.

Brought friends

- always go to an interview alone. This shows independence and self-confidence.

Sloppy attire/appearance

- preparing yourself means thinking about your appearance and the way you present yourself. Make sure you and your clothes are neat and clean.
- use common sense to dress appropriately. A good rule of thumb is to dress a step above what you would wear on a normal workday at that job.

Chewing Gum

- during the interview, avoid distracting the interviewer with gum chewing, smoking, or nervous fidgeting.

Didn't follow the employer's lead

- let the employer lead you. Let him/her decide how long and how formal the interview will be.
- when greeting the employer, smile, look him/her in the eye, be friendly but business-like. If the employer offers to shake hands, do it. A handshake is a friendly business-like greeting.
- sit where the employer motions you to sit.

Distracted - didn't look employer in the eye

- maintain eye contact. Look at the interviewer to show that you are interested in what she/he is saying.

Watching the clock

- allow yourself enough time for the interview; it may last from five minutes to an hour. It will help you relax if you are not pushed for time.

Bad attitude

- your attitude is the most important aspect of an interview. This will be reflected by your posture, appearance and conversation.
- avoid using crude or slang language.

Responding in a negative rather than a positive manner

- always respond in a positive manner.
- this is especially important when referring to past employers. Don't badmouth! You have nothing to lose and everything to gain by speaking well of past employers and jobs. For example, rather than only saying you were fired, add that both you and your former employer agreed that you would gain more satisfaction from another job.

Limiting or conversation stopping answers

- take time to think before answering questions. Express yourself clearly, but at the same time, do not ramble.

- 'yes' and 'no' responses should be avoided. They kill conversation and do not provide the interviewer with enough information.

Not knowledgeable about the company or position applied for

- research the job that you are applying for.
- this information will help you understand why the employer asks certain questions and will give you a better idea about what it would be like work for that company.
- the employer is more likely to hire someone who shows some knowledge of both the firm and the job applied for.
- information about companies may be obtained by talking to someone who has had the job before, or by telephoning the company, the Chamber of Commerce, or the Town Office.

ADDITIONAL INFORMATION ON INTERVIEWS

- shyness or nervousness is a common pitfall. Applicants may have a good knowledge of the position they are applying for and why they would do a good job. However, if they are unable to communicate this to an employer/interviewer, chances of landing the job are slim.
- let's take a look at some points related to shyness and how to overcome them.

Lack of confidence

- when you prepare for an interview, you are also building confidence.
- being sure of yourself and your qualifications for the job makes it easier to relax.
- remember employers are not out to intimidate you. They want to give you the chance to show how good an employee you would be.

Bad posture and no eye contact

- body language speaks to an employer. If you sit straight in the chair and look the employer in the eye, you will come across as more confident and interested, even if you are trembling in your boots!

Mumbling

- speak loud enough so that the employer need not strain to hear you. If your nervousness makes you trip over your words, talk more slowly.
- say only what's necessary to fully explain your point. Don't ramble.

Clumsiness

- the best defense against nervous clumsiness is to slow down and be conscious of what you are doing.

Fidgeting

- lots of people fidget or tap their toes when they are nervous and don't even realize it. If you can't avoid the temptation, or can't be sure you won't unconsciously start to fidget, lightly clasp your hands on your lap and leave them there.

Shifting position in the chair

- sit in a position in which you can be comfortable for one-half to three quarters of an hour. Changing positions is awkward and distracting to both the interviewer and applicant.

SUMMARY

- when you go to an interview, remember that your qualifications relative to the specific job available are being evaluated, not you as a person.
- however, you do want to present yourself as an enthusiastic, interested and dependable individual. In other words, you want to sell yourself. If you have few qualifications or little experience, your enthusiasm and attitude may be able to make up for it.
- remember too that each interview will be different. We can only give a general idea of what to expect.
- there are several handouts on the back table that will help you prepare answers to interview question.

"BAD" INTERVIEW ROLE PLAY SCRIPT

Applicant: (Walk into the employer's office dressed improperly)
"Are you Ms./Mr. _____?" (Mispronounce name badly) "I was scheduled for an interview about half an hour ago, I guess I'm a little bit late. My friends out there (point to hall) and I were doing some stuff."

Employer: "Yes, Ms./Mr. _____ Well, please come in." (Extend arm for a handshake and motion applicant to a chair.)

Applicant: (Give limp, fishy handshake and slouch down in chair.)

Employer: "So, why do you want to work for XYZ Resources?"

Applicant: (Demonstrate poor attitude, lack of initiative.)
"I don't know, I though it might give me some experience. I guess I've got to do something this summer."

Employer: "I see. From what I can make out on your application form, you wanted to work as an administrative assistant. What skills do you possess that relate to this type of work?"

Applicant: (Looking away . . . consistently avoiding eye contact.)
"I took some typing in school, but I have typed essays and stuff too."

Employer: "What is your understanding of our operations here at XYZ Resources?"

Applicant: "Well, I asked my friend and he said that you were a mining company. I guess I'll find out more once I start working here."

Employer: "Well, actually, we work in the oil fields. We're a drilling company. Your application doesn't indicate any involvement in extra-curricular activities. Do you participate in clubs, sports, student union activities or anything else that you would care to mention?"

Applicant: "What does that have to do with my job?"

Employer: "Your involvement in organized activities gives me some idea of your skills and potential as an employee. But if you'd rather not answer, that's entirely up to you."

Applicant: "I'd rather not."

Employer: "This job may require some overtime. How do you feel about that?"

Applicant: "Sure, fine. But I skate on Thursdays and have basketball practice Monday to Wednesday. Plus I have a game on weekends but other than that it's okay."

Employer: (With the attitude that this applicant won't do anything he doesn't have to do) "I think I understand. I see that you left your last job after only a week. What happened?"

Applicant: (Becoming angry, agitated)
"I was working in a doughnut shop and this customer was way out of line. He stomped in and demanded immediate service. Couldn't he see that there was a whole counter of people ahead of him? Some people! The boss said he thought I was rude and we agreed (I guess you could call it that) that I might be happier elsewhere."

Employer: "It says here that Wayne Gretzky is one of your references. Do you know him personally?"

Applicant: "Ah, no. But it looks impressive though!"

Employer: "Well, I think I have a fair idea of your background. Now do you have any questions you'd like to ask me?"

Applicant: "Gee, that's a switch. Well, what's the salary and how soon do I get a raise?"

Employer: "That can be negotiated in the event that I offer you the job. I do have some other candidates to interview."

Applicant: "Oh for sure. Well thanks, I guess I'll get going."

"GOOD" INTERVIEW ROLE PLAY SCRIPT

Employer: (Goes to the door and greets the applicant)
"Good morning/afternoon. I'm Ms./Mr. _____. " (Extend hand for a handshake.)

Applicant: (Firmly shake employer's hand, take offered chair.) "Good morning/afternoon Ms./Mr. _____. "

Employer: "So what can we do for you here at XYZ?"

Applicant: "I saw your ad for an administrative assistant and, although I am still in school, I feel that I could do a good job."

Employer: "I see. What skills do you possess that you feel relate to the position?"

Applicant: "I can type 50 words per minute. In addition to this I have some business experience from being student council secretary. I plan to go on to Business Administration at a post-secondary institution when I graduate."

Employer: "What do you know about our operations here at XYZ Resources?"

Applicant: "As I understand it, you are involved in various facets of the oil industry, such as drilling and oil-well servicing." (Short pause followed by a question, indicating applicant interest.)
"Do you have any off-shore drilling enterprises in the works?"

Employer: "Why yes, as a matter of fact we do. But that is a separate division. Your application indicates a fair involvement in extra-curricular activities. Would you care to elaborate on these?"

Applicant: "Certainly. I have already mentioned my student council experience. I have also been a member of 4H which gave me extensive experience speaking to people, keeping records and exposure to formal meeting procedures."

Employer: "I see by your application that you only stayed at your last job for a week. Would you mind telling my why?"

Applicant: (After a short but deliberate pause to compose thoughts.)
"I was working as a helper in a doughnut shop. One morning when we were really busy, a customer marched up to the counter and demanded immediate service. There was whole counter of people ahead of him, and I told him so. I realize now that one must always be polite and courteous, regardless of the customer. I feel confident in saying that I could capably handle such a situation in the future."

Employer: "How would you handle it?"

Applicant: "I would politely tell the customer that there were other ahead of him, but that I would take his order as soon as I possibly could."

Employer: "It does sound like a difficult situation. May I contact your references?"

Applicant: "Certainly. I've contacted all of them and they are willing to provide any information about me that you'd like to know."

Employer: "Fine. I don't think I have anymore questions. Do you have any questions you'd like to ask me?"

Applicant: "I noticed in the paper that the salary is quoted in terms of a wage range. Do you have a set standard in determining specific wages and increments?"

Employer: "Yes. Through a determination of your experience and other related areas we should be able to negotiate an acceptable wage, if the job is offered to you."

Applicant: "Fine, how soon will I know the results of this interview?"

Employer: "I still have some more candidates to interview, but I will get back to you before the end of the week."

Applicant: "Thank you very much for your time." (Shake hands, smile at the employer and leave.)

COMMON INTERVIEW QUESTIONS

The day of the interview be sure to dress in an appropriate manner. Concentrate on what the employer asks and respond in a business-like manner.

Anticipating the questions you may be asked is wise because it forces you to clarify your thinking and prepare concise, well thought-out answers. Be prepared for a variety of questions. Interviewers generally ask a combination of the following to determine your suitability to their organization:

1. Tell us about yourself.
2. Why are you interested in this position?
3. What is your understanding about the nature of the job and the company?
4. What qualifications and experience do you have that makes you feel that you can do this job successfully?
5. What are your strong points? Weak points?
6. What are your future career plans?
7. How do you spend your spare time? Briefly outline your extra-curricular activities.
8. Do you like school? What courses do you like the most? The least? Why?
9. What jobs have you held? How were they obtained, and why did you leave?
10. Do you prefer working with others or by yourself?
11. Are you available for shift work?
12. Are you willing to work overtime if necessary?
13. Can we contact your references?
14. Do you have any questions about the position?

QUESTIONS STUDENTS COULD ASK DURING AN INTERVIEW

1. Specific questions related to:
 - orientation and training
 - type of work, duties and the responsibilities
 - hours and location of the job
 - opportunities for advancement
 - company policy and procedures
2. If you feel that everything has already been covered, a useful question might be, "Will I have the opportunity to learn to operate any new machines or develop new skills?" However, be careful how this is phrased. To say something like "Will I have to learn anything new?" sounds negative.
3. There is no hard or fast rule with respect to questions about money. Some employers will advise you to wait until the job is offered, whereas others say it is necessary to discuss salary at the interview. However, they add that you must be sure to word questions carefully so you don't leave the impression that money is the main reason you want the job.

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INTERVIEW CHECKLIST

HANDOUT

Rate the candidates on a scale of 1 to 5 in the following areas (5 being the best).

	1	2	3	4	5
APPROACH TO THE INTERVIEW					
1. Candidate was on time.					
2. Appropriate dress.					
3. Firm handshake.					
4. Good posture.					
5. Eye Contact.					
PREPARATION					
1. Application/Resume complete and well done.					
2. Familiar with company operations.					
3. References available.					
4. Asked related questions.					
5. Related personal experience to the desired qualifications.					
PRESENTATION					
1. Positive Attitude.					
2. Enthusiastic, willing to work.					
3. Appropriate language.					
4. Did not show an over-concern about money.					
5. Appeared relaxed.					
6. Used appropriate gestures/eye contact.					
7. Good sentences/did not ramble.					
8. Initiated discussion.					
9. Displayed good listening skills.					
10. Thanked employer for interview					
EXPERIENCE					
1. Candidate related experience to position.					
2. Qualifications include related experience.					
3. Candidate has appropriate education.					
4. Is willing to expand experience and knowledge.					

Note: This form has been simplified for Job Search '84 use. Usually employers use a more detailed form and a more complex rating scale during an actual interview.

WHY APPLICANTS DON'T GET THE JOB

After going to the trouble of looking for a job, putting in an application form, and sometimes going through the tense time of a job interview, many of us end up receiving a 'we regret to advise' letter. Many times it is a photocopied letter, with no statement of how you blew it, if in fact you did. However, do not sit back and feel that the world is against you, or that the successful candidate was related to someone in Personnel. It is just possible that you were rejected for one or more of the following reasons cited by employers. So, **CHECK THEM, CORRECT THEM, AND TRY AGAIN!!**

Could some of these statements describe you and your approach?

- Incomplete, late or sloppy application form
- Late for interview
- Failure to communicate clearly
- Lack of tact, courtesy or maturity
- Overbearing, aggressive, conceited
- Makes excuses
- Appears lazy, intolerant
- No sincere interest in the job
- Places low priority on work
- Indecisive about goals
- No knowledge of job/company
- Overemphasizes money
- Emphasizes "whom you know"
- Lack of career planning
- No outside interests
- Expects too much too soon
- Lack of eye contact
- Inappropriate handshake
- No experience
- Friction with adults
- Poor handling of money
- Radical ideas
- Fails to appreciate interviewer's time
- Does not ask questions
- Condemns past employers

If any of these statements hit home with you, it could be the reason why you were not successful in landing the job. Remember that competition for most jobs is keen, and the extra effort invested in researching the organization, completing a neat and accurate application form, and preparing for the interview could have a long-term pay-off.

UNIT 5 - THE INTERVIEW

Notes

- the purpose of this unit is to visually demonstrate to students how to handle an interview.
- script outlines are provided for a good and bad interview roleplay. Discussion follows each, and tips should be provided to help students overcome shyness and nervous behaviour.
- note that other scripts more applicable to older grades, and one for the "shy" interview will be provided to Job Search '84 teams in photocopy format.
- an interview role play requires two people. It may be you and another presenter, you and a teacher, or you and a student. You play the part of the student applicant, and the other person plays the interviewer.
- prior to the presentation, explain the purpose of the role play to the participating student or teacher. Indicate that a role play works best when only one of the actors (ie. you) overexaggerates and that they have the 'straight' role. Then give them a script that outlines what you want them to do.
- prepare your audience for the transition in the presentation format. Prior to starting the role play, give a clear explanation of the scenario. (eg. "This is an example of a bad interview. I'm Jo Jobless. I've been having trouble getting a job. Watch what I do and tell me how I can improve my style.")
- this minute or less of introduction helps students 'change gears' and relax, and allows the presenter to maintain credibility for the overall presentation.
- keep in mind that you will need two chairs at the front of the class for the interview.
- during both interviews you can have the students rate the applicants on the 'Interview Checklist' handout.

- when you play the 'bad' applicant, your role is a sullen and bored student. Attitude is all-important. For example, if you portrayed an enthusiastic student who just didn't answer questions well, the class might be unsure of whether they would hire the person or not.
- by acting as though 'the world-owes-me-a-living' you can illustrate the importance of realistic expectations.
- try to follow the 'bad' interview role play with a 'good' one to show the contrast. In both interviews, the applicant should reflect the same person, to show how the individual has learned from one to the other how to properly conduct him/herself and effectively answer the interview questions.
- immediately after the role play, bring the students back into the discussion by asking questions. (eg. "Would you hire me? Why not? What did I do wrong?")
- the role play generally elicits enthusiastic student response. However, if the class remains silent, ask simpler questions with more obvious answers. (eg. "Was there anything wrong with my entrance? Did I give a business-like handshake? What was wrong with it?")
- elaborate on each point raised by a student. Explain why the employer would be less or more likely to hire because of it.
- following the good interview, outline factors such as shyness and nervousness that detract from a good overall impression. You can also do a 'shy' interview role play, or just pull a few lines from the script to illustrate your points.
- use your discretion when deciding how much time to spend on each of the role plays. With some classes a quick run through of the bad and good interview role play will suffice, while others will require more detailed discussion and explanation.

- explain that interviews can be conducted by one person, or by interview board or panel composed of two or more employer representatives.
- indicate that employers/interviewers can be male or female, regardless of the industry. This will prevent surprises resulting from unconscious stereotyping.
- suggest that they practice for an interview by using the 'Common Interview Questions' handout as a script for a role play with friends.

UNIT 6 - LEGISLATION

Information

- what is the **Minimum Wage**?
- there are actually three minimum wages.
- as of May 1, 1981, under Employment Standards legislation:
 - . employees 18 years of age or older are entitled to at least \$3.80 an hour.
 - . employees under 18 years of age and not attending school are entitled to at least \$3.65 an hour (includes students who are out of school for the summer).
 - . students under 18 years of age and attending school are entitled to at least \$3.30 an hour.
- farm workers and domestic labour (eg. farm duties, housekeeping, lawn mowing) are not covered under the minimum wage restrictions.
- however, farm labourers and domestics other than babysitters are covered under the Employment Standards Act for wage recovery and notice of termination.
- wage recovery is the wage rate agreed to by the employer and the farm worker or domestic.
- it is smart to negotiate the wage rate with the employer before you start working on a farm or in someone's home. Also check if room and board is included, or if the employer expects to deduct it from your pay.
- what's the difference between gross and net pay?
- gross pay is the money you earn before deductions. Net pay, or take home pay, is the money you receive after deductions such as income tax, unemployment insurance, etc.
- legislation with respect to **EMPLOYMENT STANDARDS** was enacted for the employee's protection.
- under the **ADOLESCENTS AND YOUNG PERSONS EMPLOYMENT REGULATION**, adolescents are persons 12 years old and under 15 years old. They may

be employed in any of the following occupations:

- . delivery person of small wares for retail stores.
- . clerk or messenger in an office.
- . clerk in a retail store.
- . delivery person of handbills or flyers.

- adolescents are not allowed to be employed between 9:00 p.m. and the following 6:00 a.m.
- adolescents may not be employed without written consent from their parent or guardian.
- young persons are those persons 15 years old and under 18 years old.
- young persons employed between 9:00 p.m. and 12 midnight in business establishments such as service stations, grocery stores, food outlets, restaurants, motels and hotels must be under the supervision of one or more adults, but cannot be employed in these businesses between 12:00 midnight and 6:00 a.m.
- young persons can be employed between 12:00 midnight and 6:00 a.m. in establishments such as hospitals, manufacturing plants, refineries, pulp mills and nursing homes, but must be in the continuous presence of one or more adults and the employer must have the written permission of their parent or guardian.
- why the difference?
- the types of businesses identified under the Young Persons section of the regulation are different. Grocery stores and service stations serve the public, while pulp mills and hospitals do not. For safety reasons, young persons can not work after midnight in businesses that serve the public.
- **OVERTIME** is payable if you work over eight hours a day or forty-four hours a week, whichever is greater.
- overtime shall be paid at a rate not less than one and one-half times the regular wage.

- here's a chart that shows how overtime can be determined.

Sun.	Mon.	Tues.	Wed.	Thur.	Fri.	Sat.	Totals	Reg.	Overtime
-	7	7	7	7	7	7	42	42	0
-	10	9	8	11	-	-	38	32	6

- take the example of a person who works seven hours for six days per week. They only work 42 hours so they don't get overtime, and they didn't work over eight hours a day.
- under the legislation, hours of work in excess of 8 in a day, and 44 in a week, constitutes overtime. Many employers have established favorable hours of work conditions such as a 40 hour work week.
- some companies allow time off in lieu of overtime. By agreement of both parties (employer/employee) an overtime agreement may be signed, as provided under the Employment Standards Act, so that time off in lieu of overtime worked is allowed. If you work overtime one day you can take that number of hours off at regular pay, some other time.
- the purpose of the **INDIVIDUAL'S RIGHTS PROTECTION ACT** is to promote equal employment opportunities.
- the Alberta Act prohibits discrimination in employment on the grounds of:
 - . race
 - . age (45 - 65 years only)
 - . colour
 - . ancestry
 - . religious beliefs
 - . place of origin
 - . sex
 - . marital status
 - . physical characteristics
- as with employment standards, there are exceptions. Employers are sometimes allowed to specify a preference for a particular type of person if this preference is for reasons of safety or survival of the company

(in legal jargon this is called 'business necessity'). In order to do this the company must get written permission from the Alberta Human Rights Commission.

- the Act still allows the employer to hire the person most capable of performing the job.
- the law is there to protect the student from discriminatory employment practices when and if the student needs it.
- be aware that domestics employed in private homes are not covered by this legislation (eg. babysitters).
- if there are any problems, either with Employment Standards or Human Rights get the facts straight because there are exceptions. First, talk to your employer. If the problem still exists, or you need more information, talk to one to the staff at the Alberta Human Rights Commission or Employment Standards. The addresses and telephone numbers are listed on the handout.
- do remember to consult the experts. They will speak to you, in confidence, about the situation and give you informed assistance.

SUMMARY

- both legislations were written with the individual's rights and protection in mind. The onus is on you to know what these rights are.
- it's a good idea for you to:
 - . know the minimum wage that applies to you.
 - . know your wage rate before you start working.
 - . keep a record of your daily working hours.
 - . try to get a pay slip that shows hours worked, rate of pay, and the deductions.

EMPLOYMENT STANDARDS IN ALBERTA

This is prepared only as a guide to information which is applicable to students. If you have any questions, or for specific information, please contact one of the offices listed on the reverse side of this page.

Minimum Wage

As of May 1, 1981:

- students under 18 years of age and attending school are entitled to at least \$3.30 an hour.
- employees under 18 years of age and not attending school are entitled to at least \$3.65 an hour (includes students who are out of school for the summer).
- employees 18 years of age or older are entitled to at least \$3.80 an hour.

Note: farm workers and domestic labour are not covered under the minimum wage regulations.

Employment Restrictions

Adolescents

Adolescents are persons 12 years old and under 15 years old. They may be employed in any of the following occupations:

- delivery person of small wares for retail stores.
- clerk or messenger in an office.
- clerk in a retail store.
- delivery person of handbills or flyers.

Adolescents are not allowed to be employed between 9:00 p.m. and the following 6:00 a.m.

Young Persons

Young persons are those persons 15 years old and under 18 years old.

Young persons employed between 9:00 p.m. and 12:00 midnight in business establishments such as service stations, grocery stores, food outlets, restaurants, motels and hotels must be under the supervision of one or more adults, but cannot be employed in these businesses between midnight and 6:00 a.m.

Young persons can be employed between 12:00 midnight and 6:00 a.m. in establishments such as hospitals, manufacturing plants, refineries, pulp mills and nursing homes, but must be in the continuous presence of one or more adults and the employers must have the written permission of their parent or guardian.

Overtime

Overtime is payable if you work over eight hours a day or forty-four hours a week, whichever is greater.

Overtime shall be paid at a rate not less than one and one-half times the regular wage.

Again, there are exceptions.

Call The Experts

If you have a problem - be sure to get your facts straight. Then discuss it with your employer, but don't complain. Be fair to them just as you expect the employer to be fair with you.

If the problem continues, or you need information, talk to the people at your closest Employment Standards Office listed below.

EMPLOYMENT STANDARDS OFFICES

CALGARY

Deerfoot Junction - Tower 3
Room 3300, 1212 - 31 Avenue NE
Calgary, Alberta T2E 7S8
Phone: 230-1993

EDMONTON

#403, 10339 - 124 Street
Edmonton, Alberta T5N 3W1
Phone: 427-3731

EDSON

5041 - 1 Avenue
Grande Trunk Shopping Centre
P.O. Box 1658
Edson, Alberta TOE OPO
Phone: 723-3341

GRANDE PRAIRIE

#3501, Provincial Building
10320 - 99 Street
Grande Prairie, Alberta T8V 6J4
Phone: 539-2253

LETHBRIDGE

#377 Government Centre
208 - 5 Avenue S
P.O. Box 3014
Lethbridge, Alberta T1H 0H5
Phone: 329-5447

MEDICINE HAT

#317, 770 - 6 Street SW
Medicine Hat, Alberta T1A 4J6
Phone: 529-3524

RED DEER

P.O. Box 5002
2nd Floor, Provincial Building
Red Deer, Alberta T4N 5Y5
Phone: 343-5153

ST. PAUL

#407, 5025 - 49 Avenue
St. Paul, Alberta TOA 3A0
Phone: 645-4475 Ext. 282

HUMAN RIGHTS

The Individual's Rights Protection Act

One of the main purposes of the Act is to promote equal employment opportunities. If you can do the job, you should not be discriminated against.

The Act still allows the employer to hire the person most capable of performing the job.

The law is there to protect the person from discriminatory employment practices when and if the person needs it.

Be aware that domestics employed in private homes are not covered by the Human Rights legislation (ie. babysitters).

Kinds of Discrimination

The Act prohibits discrimination in employment on the grounds of:

- | | |
|----------------------------|----------------------------|
| - race | |
| - colour | - ancestry |
| - religious beliefs | - place of origin |
| - sex | - age (45 - 65 years only) |
| - physical characteristics | - marital status |

Referral To The Commission

If there are any problems, get the facts straight. First, talk to your employer. If the problem still exists, or you need more information, talk to one of the staff at the Alberta Human Rights Commission.

If you have a concern, or wish more information, contact the:

Alberta Human Rights Commission
1333 - 8th Street SW
Calgary, Alberta T2R 1M6
Phone: 297-6571

OR

Alberta Human Rights Commission
501 Edwards Professional Centre
10053 - 111 Street
Edmonton, Alberta T5K 2H8
Phone: 427-7661

UNIT 6 - LEGISLATION

Notes

- the information in this section is both complex and sensitive. Handle it with good judgement. It will be covered in detail at the January Job Search training session and presenters will be expected to take extensive notes.
- following the unit introduction (ie. "what is the minimum wage?"), distribute the handout, so students can refer to it as you cover the information.
- when stating the information, be sure to emphasize that there are exceptions and that students should refer their problems to the experts.
- note that work experience and work study programs taken as part of the school curriculum are under different legislation.
- expect lots of questions about the legislation. Be prepared to answer what the law says. If something has happened to an individual that appears to be at variance with the law, tell them to call the nearest Employment Standards or Human Rights Commission office to check it out.
- charts are a helpful tool for presenting the Employment Standards legislation. These can be prepared posters, or if time allows, written on the blackboard.
- if a student asks how to handle a discriminatory question on an application form or an interview, consider that answering the question may provide the employer with information which could be used to the student's disadvantage. Refusing to answer the question or leaving a blank could jeopardize the student's chances of getting the job.
- explain to the student that if the question is illegal, they don't have to answer it. This refusal, however, may jeopardize their chances of getting the job. If the question is asked in an interview situation, the student may try 'forcing' the interviewer to focus on job related qualifications. This can be done by asking for clarification on the

question. (eg. "I'm not sure what you mean by that. Could you please clarify?") This tactic will often result in a reworded question to which the student can respond, maintaining a focus on job-related qualities.

- in other situations the decision on how to respond will rest with the student. The basic questions the students must ask themselves are "How badly do I want this job?" and "What information or behaviour is most likely to work to my advantage?"

UNIT 7 - EMPLOYER EXPECTATIONS

Information

- when you accept a job, you accept the responsibilities that go along with it. It is a commitment for a certain kind of work and a certain amount of time.
- an employer hiring you is investing time and money. He/she has certain expectations of you as an employee. It is your responsibility to live up to these expectations.
- let's look at what employer expectations can include.
- **LOOK AND ACT THE PART OF A RESPONSIBLE WORKER.**
 - . dress appropriately for the job. Consider the type of work you'll be doing and the 'image' of the company you are working for.
 - . many companies have unwritten dress codes. If you are unsure of yours, check what co-workers are wearing and/or ask your supervisor.
 - . punctuality: be at work on time. If you are delayed, phone and tell the employer. Leave on time - or later.
 - . come in early or stay late if required.
 - . treat coffee breaks as a privilege and do not extend them.
 - . work 60 minutes in every hour. Limit personal phone calls and visits.
 - . let the employer know well in advance about any time off you need to fulfill other important commitments. Be reasonable about how much time off you take. Most summer jobs do not allow for 'mental health' days.
 - . if you are going to be absent from work, let your employer know within the first fifteen minutes of the regular work day.
- **MEET WORK STANDARDS**
 - . do the work you were hired to do. Neatness, quality, and a certain quantity of work is important to the employer.
 - . make sure you understand what's required before beginning a task. Follow instructions. Ask the supervisor or a fellow worker for clarification if necessary.

- . if you do make a mistake, don't try to cover up. This will only compound the problem. Instead, promptly go to your supervisor and explain the situation.
- . learn from your mistakes - try not to repeat them.
- . be enthusiastic and willing to learn.
- . show initiative. If there is nothing to do, volunteer your help to co-workers.
- . be flexible. Priorities change and you must be prepared to keep on top of what's important.
- . maintain a positive attitude toward the employer and the work.
- . think before you act. Don't let your enthusiasm endanger yourself or other employees.

- WORK WELL WITH OTHERS

- . get along with your co-workers. More people quit or are fired from a job not because they can't do the work, but because they can't get along with their fellow workers.
- . always be courteous to everyone, and don't gossip.
- . listen to and accept advice when it is given to you.
- . take criticism in stride. Remember that in most cases it is related to your work and not to you as an individual. Consider what was said and make an effort to improve your performance.
- . discuss problems with your supervisor, not everyone else on staff.
- . give your best to every job you undertake. If you lack experience, your personality, appearance and attitude will be very important in both getting and keeping the job.

UNIT 7 - EMPLOYER EXPECTATIONS

Notes

- much of the material in this unit was taken from "You're Ahead With A Good Attitude" produced by the Career Information Services Branch of Alberta Manpower. We strongly recommend that you read it.
- this section may be used to quickly review the main themes of the presentation (eg. the same things that get students jobs will help them keep their jobs.)
- when covering this topic, rather than lecturing, encourage students to share their knowledge. Ask the class, "What does an employer look for in an employee?" or "How do you keep the job?"
- suggest that the students look at themselves from an employer's viewpoint. (ie. "You are paying me to do a job. What would you look for? What do you expect? What should I do to keep the job? Well, when on any job - ask yourself if you are doing these things.")
- the more experienced students may be able to contribute examples of things they didn't realize when they first started work. If the rest of class laughs at them, take them off the hook by giving a silly example you can attribute to yourself.
- involve the students in some problem solving by giving them situational examples such as, "My cousin is getting married in B.C. and I want time off to go to the wedding. What should I do?" or "I work at a corner store on Saturdays and my friends are always coming over to visit. What should I do about it?"
- consistently emphasize to students that the good attitude presented to employers to get the job must be maintained in order to keep the job.

***Ending
The
Presentation***

VI. ENDING THE PRESENTATION

A. Presentation Summaries

Time permitting, you'll want to quickly review what has been discussed. Following is a summary used last year that can be adapted to fit any presentation.

"We've taken a very brief look at the job search process and we've seen the importance of:

First Impressions

- the way you present yourself, whether it's in person, on paper or over the telephone may help or keep you from getting the job.

Being Prepared

- for employer canvassing, filling out an application form or going for an interview.
- carry a completed personal fact sheet with you.
- by knowing what you want, what a company has to offer you, and what you have to offer the company.

Positive Attitude

- employers like to know that you want to work.
- you show that you care about a job through your enthusiasm, initiative and attitude.

Realistic Expectations

- the economy has made the job market very tight, so more applicants are competing for fewer jobs.
- you may not get either the exact job or the wage you want, but remember that every job gives you more experience for the next one.

If you go through all of these steps and you don't get a job, maybe you should refer to the handout "Why Applicants Don't Get The Job." Read it over and make sure that these reasons do not apply to you!.

If a job doesn't come along, think about starting your own business or learning a new skill. Take a first aid course, get your bronze medallion, do volunteer work, anything that will give you experience, help you learn about yourself and show that you can take responsibility.

GOOD LUCK!!"

An alternative is to modify the following article to fit your presentation.

IS IT JUST LUCK?

Have you ever wondered what makes employers select one candidate over another, or what process they use in the selection of an employee?

The employer's initial contact with the potential candidate is via application forms, resumes, and covering letters. If these are incomplete, undeveloped, sloppy, and/or rambling, they will surely be eliminated. From the applications that are left, the employer will select candidates for the interview. Remember — it is only on pieces of paper that you can first sell yourself.

So do your research before you apply! Your knowledge of the specific job and the employer is crucial. Your method of presentation will indicate whether you know if the job is right for you.

Most employers welcome inquiries about the position being advertised. While making personal contact can assist you, it is not the time to talk about your qualifications or to deliver your case. Present yourself only for the reason of finding out more about the specific job and the organization.

In the final step of the selection process — the interview — the employer will be looking for a candidate with the best overall qualifications.

It is, therefore, critical that you have thought through your answers to potential questions before the interview. The more prepared you are for the job interview, the more comfortable and relaxed you will be and the more able to present yourself in the best way.

Prepared by Career Services Branch, Alberta Manpower.

B. Concluding Comments

Following the summary, if applicable, distribute presentation assessment forms to the students. Explain that their comments will give you an idea of how well you are doing and how you can improve the presentation. For example, you could say, "I'm not very good at

statistics. The comments you write mean more to me than the numbers you circle."

Remind the students that handouts are on the table. Invite them to take those they want. Invite individual questions or comments if the students have any.

As the class prepares to leave, ask them to drop off the assessment forms and any handouts they do not wish to keep on the table.

Staple together, label and date the assessments. This will keep them separate from other classes.

Try to speak to the teacher when the students are filling out the assessment forms or after the presentation. Often the best comments and feedback will come from him/her immediately after the presentation. Record any comments made additional to those on the teacher evaluation form on the back of that form.

Encourage teachers to contact you if they have any questions or comments, or if you can be of further assistance. Thank the teacher for taking time to watch the presentation, help with the mock interview, and/or for providing criticism and evaluation as is appropriate.

Gather up your supplies and visual aids quickly if the classroom is to be used by another group or if you need to set up for your next presentation in another room.

C. Paperwork

Complete the presentation booking report right after the presentation when the details are fresh in your mind. Don't forget to record your expenses and travel time for the trip on your travel expense sheet and presentation booking report.

Reference

Material

APPENDIX A

H I R E - A - S T U D E N T

1984 GUIDELINES

FOR

JOB SEARCH INFORMATION SERVICES

Alberta Manpower

Special Manpower Programs

HIRE-A-STUDENT
1984 GUIDELINES
FOR
JOB SEARCH INFORMATION SERVICES

A. Program Description

1. The Alberta Hire-A-Student (H.A.S.) program is a cooperative and coordinated activity of government, business, the community and student groups who are concerned with the provision of job search information to students and with the placement of students in summer jobs.
2. The overall aim of the job search information service is to provide presentations on how to look for work to Alberta youth during the second school semester. This service is intended to be a positive resource to Alberta teachers by supporting their on-going career education activities.
3. The following objectives stem from the overall aim:
 - (a) To establish regional job search information centres in Calgary, Edmonton, Grande Prairie, Lethbridge, Medicine Hat and Red Deer in 1984.
 - (b) To provide youth with job search information, including such topics as how and where to start looking for employment, how to complete application forms, how to handle interviews and how to keep the job.
 - (c) To create youth awareness of the concepts of career exploration, career pathing, and career decision making.
 - (d) To provide a service to the business community by increasing student awareness of employer expectations of applicants and new employees.
4. The service benefits communities in that:
 - (a) It responds to a need identified by Alberta students, employers, educators, and parents.
 - (b) Youth will gain exposure to effective job search skills.

B. Provincial Government Participation

1. Alberta Manpower is responsible for the development, implementation, operation and monitoring of the provincial government participation in the overall Hire-A-Student program, with specific responsibility for the job search information service.
2. Subject to availability of funds, Alberta provides the following resources for this program component:
 - (a) Financial. Eligible communities (see A.3a) wishing to participate in the program make application for funding support to Alberta Manpower, Special Manpower Programs Branch. The provincial government funding support is intended for staff recruitment, salaries, benefits and travel costs, and the materials and supplies required for this service.
 - (b) Personnel. Alberta will:
 - (i) provide assistance and consultation to committees applying for provincial government funding support and to the committee member designated responsible for the job search information service;
 - (ii) assist committees receiving provincial government funding support with the recruitment and hiring of job search information staff;
 - (iii) provide training for student staff;
 - (iv) implement and monitor the job search information service component for the Hire-A-Student program throughout the province;
 - (v) develop and maintain coordination with other federal and provincial government programs and services;
 - (vi) verify expenditures relating to any Hire-A-Student Funding Support Agreement; and
 - (vii) provide student staff to assist in the development of Hire-A-Student job search information activity within the province, prepare appropriate resource materials, and give presentations as required.

- (d) Advertising and promotional materials. When requested by Hire-A-Student committees, the Department will develop materials for use on a province-wide basis (e.g. posters, brochures, etc.) for the job search information service.

C. Community Eligibility and Committee Responsibilities and Structure

1. Eligible communities are Calgary, Edmonton, Grande Prairie, Lethbridge, Medicine Hat and Red Deer. These cities have educational institutions offering university or university accredited courses, Alberta Career Centres, and Hire-A-Student committees who have entered into five or more consecutive agreements with Alberta.
2. Where necessary, committees located in these urban centres will expand their membership to include representation from at least one secondary and one post-secondary institution in their regions.
3. Where possible, a sub-committee should be established to handle day to day operational matters for the service.
4. The chairperson or one member of the committee should be designated as the primary contact for this program service.
5. The Hire-A-Student committee/sub-committee will function as follows with respect to the 1984 job search information service:
 - (a) Be conversant with the "Roles and Responsibilities of Organizations Within the Alberta Hire-A-Student Program" paper developed by the Alberta Hire-A-Student Advisory Council.
 - (b) Be responsible for establishing local direction compatible with the overall Hire-A-Student program, and with Alberta Education regional practices and procedures.
 - (c) Be responsible for ensuring that the service is available to all communities and school districts within the region.
 - (d) Be responsible for establishing a hiring board that includes a representative or designate from the provincial government

Hire-A-Student Resource Section. This board will interview and select students to provide job search information presentations.

- (e) Be responsible for obtaining donated office space, telephones, and clerical support for the operational period of the service.
- (f) Be responsible for ensuring the terms of the Funding Support Agreement are met.
- (g) In accordance with the signed Funding Support Agreement, be responsible for the proper utilization of funds for day to day operations, and maintain appropriate record keeping and payroll procedures.
- (h) Provide direction and support for the student staff employed to operate the regional job search information service.

D. Funding Support Agreement

1. The six designated centres may qualify for funds for the job search information service from the provincial government to cover the regional operational period. This period will not commence prior to October 1st, 1983 and will conclude no later than July 15th, 1984.
2. Subject to available funds, funding support will be provided up to the budget negotiated with Alberta Manpower. Surpluses accrued from past years' operations must be declared and subtracted from the current year's funding support request.
3. Hire-A-Student committees should designate a legal entity, preferably the Chamber of Commerce, to hold Alberta funding support funds in trust for them, and to provide the payroll and bookkeeping function for the job search information service.
4. Where the committee is itself a legal entity (i.e. society), cheque signing authority is not to be delegated to their student staff.
5. Funding support provided for the job search information service is non-transferable to other Hire-A-Student program components.

6. Funding Support Agreement applications will be reviewed and monies will be allocated subject to availability of funds.
7. Funding Support Agreement applications shall include the following information:
 - (a) The name and address of the legal entity designated to receive the funding support cheque on behalf of the Hire-A-Student committee.
 - (b) The names, occupations, addresses, and phone numbers of the Hire-A-Student committee members.
 - (c) The name of the committee member designated as primary contact for this program service.
 - (d) A recommended time frame for the job search information service in accordance with apparent needs of the region.
 - (e) A proposed budget for total operations that includes an estimate of support that may be solicited from within the region.
8. The legal entity receiving funds in trust for the Hire-A-Student committee is required to sign a Memorandum of Agreement with Alberta, the terms of which shall be approved and accepted by the Chairperson, Hire-A-Student committee.
9. Assistance and consultation in developing an outline for the job search information service and further information is available from:

Hire-A-Student Resource Section
Special Manpower Programs Branch
Alberta Manpower
2nd Floor, Sun Building
10363 - 108 Street
Edmonton, Alberta
T5J 1L8

Phone: 427-0115 (collect)

APPENDIX B

1984 HIRE-A-STUDENT ADVISORY COUNCIL MEMBERS

**CHAIRPERSON AND CENTRAL
AREA REPRESENTATIVE**

Terry Mansell
13856 - 110A Avenue
Edmonton, Alberta
Phone: 455-7967

Representatives:

CALGARY AREA

Martha Mawer
Calgary Chamber of Commerce
517 - 519 Centre Street S
Calgary, Alberta T2G 2C4
Phone: 263-7435

EDMONTON AREA

Paul Ouimet
Room 2410, Oxford Tower
10235 - 101 Street
Edmonton, Alberta T5J 3G1
Phone: 428-5464

NORTHEAST AREA

Denis Fagnan
Box 2094
Bonnyville, Alberta TOA 0L0
Phone: 826-3459

NORTHWEST AREA

Gordon Percy
10008 - 103 Avenue
Grande Prairie, Alberta T8V 1B8
Phone: 532-1050

SOUTHEAST AREA

Ray Skow
200 - 7 Street SW
Medicine Hat, Alberta T1A 4K1
Phone: 527-3371

SOUTHWEST AREA

Leslie Lavers
University of Lethbridge
4401 University Drive
Lethbridge, Alberta T1K 3M4
Phone: 329-2722

ALBERTA CHAMBER OF COMMERCE

Brigham Day, General Manager
Alberta Chamber of Commerce
#800, 10179 - 105 Street
Edmonton, Alberta T5J 1E2
Phone: 425-4180

GOVERNMENT OF ALBERTA

Dave Chabillion, Executive Director
Career Development Sector
Alberta Manpower
10001 Bellamy Hill
Edmonton, Alberta
Phone: 427-3663

GOVERNMENT OF CANADA

Keith Shackleford, Director
Labour Market and Benefit Program
Canada Employment and Immigration
Commission
9925 - 109 Street
Edmonton, Alberta T5K 2J8
Phone: 420-2390

1984 HIRE-A-STUDENT COMMITTEE CHAIRPERSONS
(List Updated in October, 1983. Changes may occur)

TOWN	COMMITTEE CHAIRPERSON AND ADDRESS	PHONE NO.
AIRDRIE	Mr. Brad O'Neil Box 97 Airdrie, Alberta TOM OB0	948-2408
ATHABASCA	Mr. Roland Guedo Box 540 Athabasca, Alberta TOG OB0	675-2273
BANFF	(Federal)	
BARRHEAD	Ms. Debbie Steg Box 488 Barrhead, Alberta TOG OEO	674-3341
BONNYVILLE	(Federal)	
BOW ISLAND	Mr. Roy Hadlington Box 100 Bow Island, Alberta TOK OGO	545-2533
BROOKS	(Federal) Ilene Douglas Box 400 Brooks, Alberta TOJ OJO	362-7641
CALGARY	Mr. Rob Mitchell #1966, 300 - 5 Avenue SW Calgary, Alberta T2P OL3	260-9390
CAMROSE	(Federal) Mr. Bernie Boser 5808 Marler Drive Camrose, Alberta T4V 2S8	672-3107
CARDSTON	Ms. Mary Lyn Beazer 392 - 8 Street West Cardston, Alberta TOK OKO	653-3617

HIRE-A-STUDENT COMMITTEE CHAIRPERSONS

CASTOR	Mr. Kay Nish Box 610 Castor, Alberta TOC OXO	(B) 882-3167 (R) 882-4071
CLARESHOLM	Mr. Art Vanden Berg Box 1297 Claresholm, Alberta TOL OT0	625-4417
COALDALE	Mr. Carole McKay Box 285 Coaldale, Alberta TOK OLO	345-4136
COCHRANE	Mr. David Anderson 203 Valley Centre Box 1210 Cochrane, Alberta TOL OW0	932-5205
CROWSNEST PASS	(Federal)	
DIDSBURY	Mr. Reg Baldwin Box 811 Didsbury, Alberta TOM OW0	(B) 232-2013 (R) 335-3572
DRAYTON VALLEY	Mr. Dennis Woolsey Box 837 Drayton Valley, Alberta TOE OMO	542-5327
DRUMHELLER	(Federal)	
EDMONTON	Mr. John Knevel #300, 11745 Jasper Avenue Edmonton, Alberta T5K ON5	482-6055
EDSON	(Federal)	
FAIRVIEW	Mr. Dell Roberts 304 - 15 Street Fairview, Alberta TOH 1LO	835-2929
FALHER/McLENNAN	Ms. Joanne Gervais Box 487 Falher, Alberta TOH 1MO	837-2014

HIRE-A-STUDENT COMMITTEE CHAIRPERSONS

FORT MACLEOD	Mr. Leo Bourassa Box 1420 c/o Recreation Dept. Town Office Fort Macleod, Alberta TOL 0Z0	553-3204
FORT McMURRAY	(Federal)	
FORT SASKATCHEWAN	Mr. David Bennett 9824 - 102 Street Fort Saskatchewan, Alberta T8L 2C2	998-0464
GRAND CENTRE	(Federal)	
GRANDE PRAIRIE	Mr. Jim E. Smith c/o Procter and Gamble P.O. Bag 1020 Grande Prairie, Alberta T8V 3A9	(B) 539-8341 (R) 539-1870
GRIMSHAW	Ms. Williamina Good Box 377 Grimshaw, Alberta TOH 1W0	332-4626
HANNA	Mr. Pete Meunier Box 430 Hanna, Alberta TOJ 1P0	854-4433
HIGH PRAIRIE	(Federal)	
HIGH RIVER	Colin Dean Bag #10 High River, Alberta TOL 1B0	652-2307
HINTON	Mr. Ed Brandt Box 818 Hinton, Alberta TOE 1B0	865-4412
INNISFAIL	Ms. Cecilia Farris Box 1270 Innisfail, Alberta TOM 1A0	227-5849
JASPER	(Federal)	

HIRE-A-STUDENT COMMITTEE CHAIRPERSON

LAC LA BICHE	Mr. Richard Cadieux Lac La Biche, Alberta T0A 2C0	(R) 623-4944
LACOMBE	Ms. Ruth Kaufmann Box 922 Lacombe, Alberta TOC 1S0	782-3169
LEDUC	Mr. Fred Bloom Box 2098 4613 - 48 Street Leduc, Alberta T9E 2M3	(B) 986-2261 (R) 986-7304
LETHBRIDGE	Ms. Wendy Fox Alberta Career Centre 4th Floor, Provincial Building 740 - 4th Avenue South Bag Service 3014 Lethbridge, Alberta T1J 4C7	329-5444
LLOYDMINSTER	(Federal)	
McLENNAN	Ms. Joanne Gervais Box 487 Falher, Alberta TOH 1M0	837-2014
MEDICINE HAT	Mr. Ray Skow 200 - 7 Street SW Medicine Hat, Alberta T1A 4K1	(B) 527-3371 (R) 526-9351
MORINVILLE	Mr. Mike Hanna Box 420 Morinville, Alberta TOG 1P0	939-4361
NANTON	Ms. Patty Dubois Box 549 Nanton, Alberta TOL 1R0	

HIRE-A-STUDENT COMMITTEE CHAIRPERSONS

OKOTOKS	Ms. Sandi Ruddy Box 340 Okotoks, Alberta TOL 1T0	
OLDS	Ms. Myrna Jarboe Box 2037 Olds, Alberta TOM 1P0	(B) 556-3391 (R) 556-8586
PEACE RIVER	(Federal)	
PICTURE BUTTE	Mr. Sam Perverseff Picture Butte High School Picture Butte, Alberta TOK 1V0	732-4330
PINCHER CREEK	Ms. Bev Thornton c/o Alberta Career Centre Box 2138 Pincher Creek, Alberta TOK 1W0	(B)627-4612 (R)627-3922
PONOKA	Ms. Betty Lee Box 1003 Ponoka, Alberta TOC 2H0	783-4227
PROVOST	Ms. Sherry McNalley Box 758 Provost, Alberta TOB 3S0	753-2288
RED DEER	Mr. George Guy Box 339 Red Deer, Alberta T4N 5E9	343-1170
RIMBEY	Mr. Roy Spelrem Box 350 Rimbey, Alberta TOC 2J0	843-2113
ROCKY MOUNTAIN HOUSE	(Federal)	
ST. ALBERT	Mr. Greg Fannon St. Albert City Hall 205A Carnegie Drive St. Albert, Alberta T8N 3V1	459-6601

HIRE-A-STUDENT COMMITTEE CHAIRPERSONS

ST. PAUL	(Federal)	
SHERWOOD PARK	Ms. Debbie Miller #200, 80 Chippewa Road Sherwood Park, Alberta T8A 3Y1	464-7477
SLAVE LAKE	(Federal)	
SPIRIT RIVER	Ms. Elaine Reid Box 130 Spirit River, Alberta T0H 3G0	864-3998
SPRUCE GROVE	Mr. Chuck Carson Box 2250 Spruce Grove, Alberta T0E 2C0	962-2444
STETTLE	(Federal)	
STONY PLAIN	Mr. Bob Wilson Box 1098 Stony Plain, Alberta T0E 2G0	963-2520
STRATHMORE	Mr. Les Krawer Box 361 Standard, Alberta T0J 3G0	644-3839
SUNDRE	Mr. Terry Leslie Box 210 Sundre, Alberta T0M 1X0	638-3939
SYLVAN LAKE	Ms. Jane Hein Box 70 Sylvan Lake, Alberta T0M 1Z0	887-2141
TABER	Mr. Ross Gibb 4926 - 53 Avenue Taber, Alberta	(R) 223-2252

HIRE-A-STUDENT COMMITTEE CHAIRPERSONS

THREE HILLS	Ms. Jareyn Hazelton Box 610 Three Hills, Alberta TOM 2A0	443-5822
TROCHU	Mr. Gene Tepper Box 220 Trochu, Alberta TOM 2C0	442-3053
TWO HILLS	Mr. Gordon Marchand Box 370 Two Hills, Alberta TOB 4K0	657-3544
VALLEYVIEW	Ms. Trudy Halabisky Box 660 Valleyview, Alberta TOH 3N0	524-3628
VEGREVILLE	Mrs. Lillian Tawe Box 809 Vegreville, Alberta TOB 4L0	632-3966
VERMILION	Mr. Jim Ganton Box 810 Vermilion, Alberta TOB 4M0	(B) 853-5251 (R) 853-6494
VULCAN	Mr. Roy Elmer Box 960 Vulcan, Alberta TOL 2B0	485-2657
WAINWRIGHT	(Federal)	842-3391
WESTLOCK	Mr. Stan Coates Box 913 Westlock, Alberta TOG 2L0	349-3512
WETASKIWIN	(Federal) Mr. John Whyte 5333 - 37 Avenue Wetaskiwin, Alberta T9A 2K5	352-6516

HIRE-A-STUDENT COMMITTEE CHAIRPERSON

WHITECOURT

Ms. Mary Mercer

778-4577

Box 1440

Whitecourt, Alberta TOE 2LO

APPENDIX C

CANADA EMPLOYMENT CENTRE LABOUR MARKET AREAS
(List updated in November 1983. Changes may occur.)

Canada Employment Centre (CEC)	Manager, Address and Phone Number	Hire-A-Student Liaison Officer	Hire-A-Student Offices located within the Labour Market Area
<u>CALGARY</u>	Mike Terris Room 850 Harry Hays Building 220 - 4th Avenue S.E. P.O. Box 2530 Station M CALGARY, Alberta T2P 2T7 231-4020	Margaret Lindsay Specialized Youth Unit 510 - 12th Avenue S.W. Sam Livingston Building CALGARY, Alberta T2R 0X5 231-4074	Airdrie Calgary Cochrane Drumheller Hanna Vulcan High River Okotoks Strathmore Three Hills Trochu
Branches in:			
Banff	Brian Russell Federal Building Buffalo Street P.O. Box 1899 BANFF, Alberta T0C 0C0 762-4200		
Drumheller	Kay Strause Federal Building 196 - 3rd Avenue W. P.O. Box 550 DRUMHELLER, Alberta T0J 0Y0 823-3365		

Canada Employment Centre (CEC)	Manager, Address and Phone Number	Hire-A-Student Liaison Officer	Hire-A-Student Offices located within the Labour Market Area
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CAMROSE

Roger King Room 207 Federal Building 4901 - 50th Avenue CAMROSE, Alberta T4V 0S2	Brenda Lindstrom Room 207 Federal Building 4901 - 50th Avenue CAMROSE, Alberta T4V 0X2	Camrose
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672-5597

672-5597

EDMONTON

Jean-Yves Boisvert, Manager 10210 - 107 Street T5J 0G2 EDMONTON, Alberta 420-2280	Bill Chodkiewicz 10210 - 107 Street Edmonton, Alberta 420-2280 Ext. 256	Barrhead Drayton Valley Edmonton Fort Saskatchewan Leduc Morinville	Sherwood Park Spruce Grove St. Albert Stony Plain Vegreville Westlock
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EDSON

Branch in:

Jasper

Jim Ross 2nd Floor Federal Building 5005 - 5th Avenue EDSON, Alberta T0E 0P0	Charlene Craner 2nd Floor Federal Building 5005 - 5th Avenue EDSON, Alberta T0E 0P0	Edson Hinton Jasper Whitecourt
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723-3326

723-3326

Canada Employment Centre (CEC)	Manager, Address and Phone Number	Hire-A-Student Liaison Officer	Hire-A-Student Offices located within the Labour Market Area
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Grande Cache

E. (Betty) Griffith
Pine Plaza Mall
P.O. Box 1050
GRANDE CACHE, Alberta
TOE OYO

827-2027

FORT MCMURRAY

Brent Gray
2nd Floor
9816 Hardin Street
FORT MCMURRAY, Alberta
T9H 4K3

Karen Sanderson
2nd Floor
9816 Hardin Street
FORT MCMURRAY, Alberta
T9H 4K3

Fort McMurray

743-2258

743-2258

GRAND CENTRE

Graham Halliday
4817 - 52 Street
P.O. Box 1109
GRAND CENTRE, Alberta
TOA 1T0

Dave Ashby
4817 - 52 Street
P.O. Box 1109
GRAND CENTRE, Alberta
TOA 1T0

Bonnyville
Grand Centre

594-4475

594-4475

GRANDE PRAIRIE

Ernie Goulding
10801 - 100 Street
GRANDE PRAIRIE, Alberta
T8V 2M7

Nona Elliot
10801 - 100 Street
GRANDE PRAIRIE, Alberta
T8V 2M7

Fairview
Falher
Grande Prairie
Grimshaw

High Prairie
McLennan
Peace River
Spirit River
Valleyview

532-4411

Canada Employment
Centre (CEC)

Manager, Address and
Phone Number

Hire-A-Student
Liaison Officer

Hire-A-Student Offices
located within the
Labour Market Area

High Level

Dan Skotniczny
Main Floor, Fahlman Building
1st Avenue North
General Delivery
HIGH LEVEL, Alberta
T0H 1Z0

926-3777

High Prairie

Gilles Turcotte
Federal Building
P.O. Box 360
HIGH PRAIRIE, Alberta
T0G 1E0

523-3331

Peace River

Mel Simpson
Peace River Hall Health Unit Building
10015 - 98 Street
PEACE RIVER, Alberta
T0H 2X0

624-4485

LETHBRIDGE

Fred Nowicki
Chanery Court
Room 214
220 - 4th Street S.
LETHBRIDGE, Alberta
T1J 2G5

327-8535

Jim Matheson
Chancery Court
Room 241
220 - 4th Street S.
LETHBRIDGE, Alberta
T1J 2G5

327-8535

Cardston
Clareholm
Coaldale
Crowsnest Pass
Fort MacLeod
Lethbridge
Picture Butte
Pincher Creek
Taber
Nanton
Blood Reserve
(Stand Off)
Peigan Reserve
(Brocket)

Canada Employment Centre (CEC)	Manager, Address and Phone Number	Hire-A-Student Liaison Officer	Hire-A-Student Offices located within the Labour Market Area
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Branch in:

Crowsnest Pass

Nick Alvau
Federal Building
20th Ave. & 27th Street
BLAIRMORE, Alberta
TOK OEO

562-8118

LLOYDMINSTER

Jim Higginson 4618 - 49 Avenue LLOYDMINSTER, Alberta S9V OT2 825-6291	Frank Spenrath 4618 - 49 Avenue LLOYDMINSTER, Alberta S9V OT2 825-6291	Lloydminster Provost Vermilion Wainwright
---	--	--

Branch in:

Wainwright

Joyce Jantz
2nd Floor Federal Building, Main Street
P.O. Box 460
WAINWRIGHT, Alberta

842-3389

MEDICINE HAT

Jim Kanishiro 2nd Floor Federal Building 406 - 2nd Street S.E. MEDICINE HAT, Alberta T1A OC3 526-2825	Mike Clemis 2nd Floor Federal Building 406 - 2nd Street S.E. MEDICINE HAT, Alberta T1A OC3 526-2825	Bow Island Brooks Medicine Hat
---	---	--------------------------------------

Canada Employment Centre (CEC)	Manager, Address and Phone Number	Hire-A-Student Liaison Officer	Hire-A-Student Offices located within the Labour Market Area
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Branch in:

Brooks

Marilyn Caskey
2nd Floor Federal Building
120 - 1st Avenue W.
BROOKS, Alberta
T0J 0J0

362-3488

RED DEER

Doug McVety
Room 206
Federal Building
4909 - 50 Street
RED DEER, Alberta
T4N 1X8

342-1168

Sylvia Roosen
Room 206
Federal Building
4909 - 50 Street
RED DEER, Alberta
T4N 1X8

Castor
Didsbury
Innisfail
Lacombe
Olds
Ponoka

Red Deer
Rimbey
Rocky Mountain House
Stettler
Sundre
Sylvan Lake
Wetaskiwin

- 139 -

Branches in:

Rocky Mountain House

Lola Dawe
Government of Canada Building
2nd Floor
5011 - 50 Avenue
ROCKY MOUNTAIN HOUSE, Alberta
T0M 1T0
845-6099

Canada Employment
Centre (CEC)

Manager, Address and
Phone Number

Hire-A-Student
Liaison Officer

Hire-A-Student Offices
located within the
Labour Market Area

Wetaskiwin

Wayne Lowther
4811 - 51 Street
WETASKIWIN, Alberta
T9A 1L1

352-6081

ST. PAUL

Jim Krauss
5105 - 50th Avenue
P.O. Box 309
ST. PAUL, Alberta
T0A 3A0

645-4428

Lac Lac Biche
St. Paul
Two Hills

Jim Krauss

SLAVE LAKE

Al Heise
Main Floor
106 - 1st St. N.E.
P.O. Box 724
SLAVE LAKE, Alberta
T0G 2A0

849-4153

Madeline Bellerive
Main Floor
106 - 1st St. N.E.
P.O. Box 724
SLAVE LAKE, Alberta
TOA 2A0

849-4153

Athabasca
Slave Lake

APPENDIX D

1984 ALBERTA CAREER CENTRES

BONNYVILLE

101 Administration Building
5008 - 50 Avenue
TOA OLO
826-4175

HINTON

Promway Building
112 McLeod Avenue
TOE 1B0
865-3361

CALGARY

2nd Floor
805 - 9 Street SW
T2P 2Y6
261-6347

LETHBRIDGE

400, 740 - 4 Avenue S
Bag Service 3014
T1J 4C7
329-5444

CAMROSE

B110 Provincial Building
4867 - 50 Street
T4V 1P6
672-4411

MEDICINE HAT

304 Credit Union Building
556 - 4 Street SE
T1A OK8
529-3683

EDMONTON

101 Sun Building
10363 - 108 Street
T5J 1L8
427-5659

PEACE RIVER

Box 2, Bag 900
Provincial Building
TOH 2X0
624-6211

FORT McMURRAY

Upstairs Offerins Building
9912A Franklin Avenue
T9H 3G3
743-7207

PINCHER CREEK

256 Provincial Building
782 Main Street
TOK 1W0
627-3922

GRANDE PRAIRIE

Provincial Building
10320 - 99 Street
T8V 6J4
539-2347

RED DEER

3rd Floor, Provincial Building
4920 - 51 Street
T4N 5Y5
343-5353

HIGH LEVEL

2nd Floor
Provincial Building
TOH 1Z0
926-2248

ST. PAUL

Box 1989
100 Melenchuk's Mall
TOA 3A0
645-6383

